ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ED NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001629	N.A.	N.A.	

4. AUTHOR(S):
Board of Education, City of New York

5. TITLE OF DOCUMENT ABSTRACTED:
How the Curriculum Can Promote Integration

6. PUBLICATION TITLE:
16th Annual Curriculum Conference 1964

7. EDITOR(S):
Slotkin, Dr. Aaron N.

9. PUBLISHER OR SOURCE
Board of Education of the City of N.Y.
Brooklyn, N.Y.

8. PLACE OF ORIGIN
16th Annual Curriculum Conference, Division of Curriculum Development, Board of Ed, City of N.Y. Brooklyn, N.Y.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1/64	88

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☒ NO ☐

COPYRIGHT RELEASE FILED YES ☒ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
conference

16. INDEXING TERMS (6-12)

integration	citizenship	identification	community service
curriculum development	measuring instruments	community involvement	
minority groups	instructional materials	pre-kindgarten	
	mobile population	human relations	

17. ABSTRACT (MAX. 250 WORDS)

In the keynote address, Dr. Joseph Loretan defined "to integrate" as "to make whole or to renew." The work of integration can be seen as a renewal of faith in the most basic tenets of America .

In approaching the question of how the curriculum can promote integration, he developed several propositions. Curriculum builders and teachers should be committed to bringing all children up to a level of experience and opportunity that will enable them to have equal chance for success. All children should be given an understanding of their civil rights and liberties and an awareness of their roles as citizens. They should have a pride in their heritage and in the accomplishments of those in their ethnic group. They need a code of common learnings essential to living in today's world, and they should be given a chance to be of service to their communities. The school should help all children examine spiritual as well as economic values by which to live.

Topics discussed included how to develop a curriculum which assures maximum achievement and how to serve the integration program through added curriculum content, instructional materials, and measuring instruments.

The problems of a mobile population and ways of involving the community were also discussed. Suggestions emphasized the need for pre-kindergarten schooling and for teacher understanding of pupils' needs and background, both in teaching and in testing.

ERIC No.

18. SOURCE OF ABSTRACT

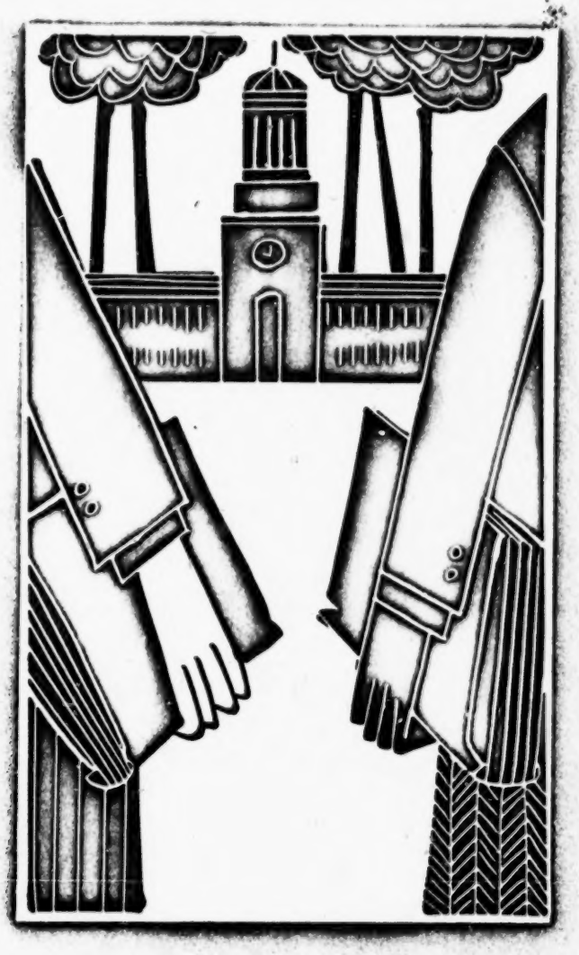
C. FUNDING DATA

19. SUPPORTING ORGANIZATION,	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ED001629

INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED
Ferkauf Graduate School of Education, Yeshiva University

HOW THE CURRICULUM CAN PROMOTE *INTEGRATION*



16th annual curriculum conference

1964

DIVISION OF CURRICULUM DEVELOPMENT
BOARD OF EDUCATION • CITY OF NEW YORK

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

COPYRIGHT 1964
BY THE BOARD OF EDUCATION OF THE CITY OF NEW YORK

Application for permission to reprint any section of this material should be made to the Superintendent of Schools, 110 Livingston St., Brooklyn 1, N. Y. Reprint of any section of this material shall carry the line, "Reprinted from (title of publication) by permission of the Board of Education of the City of New York."

Copies of this publication may be purchased from: Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn 1, N. Y. Checks should be made payable to: Auditor, Board of Education. Price: $1.00.

HOW THE CURRICULUM CAN PROMOTE INTEGRATION

16th Annual Curriculum Conference

January 22, 1964

PRESIDING: Jacob H. Shack, Acting Associate Superintendent, Division of Curriculum Development

PROGRAM

WELCOME

DR. ISRAEL GLASSER, Head, Division of General Education, New York City Community College

STATEMENT OF CONFERENCE AIMS

JACOB H. SHACK

KEYNOTE ADDRESS

DR. JOSEPH O. LORETAN, Deputy Superintendent of Schools

DISCUSSION SEMINARS

CONFERENCE PARTICIPANTS

TOPICS:

1. Developing a Curriculum Which Assures Maximum Achievement and Standards for All Pupils in All Schools
2. Modifying the Content of Specific Areas of the Curriculum to Further the Integration Program
3. Serving the Integration Program Through Improved Measuring Instruments
4. Improving Teaching and Learning About Minority Groups Through Curriculum Changes
5. Achieving Effective Instructional Materials for Teaching About Minority Groups
6. Meeting the Curriculum Needs of Continuity and Responsiveness for Our Mobile Population
7. Involving the Community in Planning Curriculum Goals

SUMMARY AND COLLOQUY

DR. WILLIAM H. BRISTOW, Assistant Superintendent in Charge, Bureau of Curriculum Research, and JACOB H. SHACK

BOARD OF EDUCATION

JAMES B. DONOVAN, *President*
LLOYD K. GARRISON, *Vice-President*

JOSEPH G. BARKAN — MORRIS IUSHEWITZ
AARON BROWN — MRS. MARY CONWAY KOHLER
ALFRED A. GIARDINO — CLARENCE SENIOR
MRS. ROSE SHAPIRO

Superintendent of Schools
CALVIN E. GROSS

Executive Deputy Superintendent of Schools
BERNARD E. DONOVAN

Deputy Superintendents of Schools
FREDERICK W. HILL — JOHN B. KING — JOSEPH O. LORETAN

Superintendent of Design, Construction and Physical Plant
EUGENE E. HULT

DEPUTY SUPERINTENDENT'S CABINET
CURRICULUM DEVELOPMENT AND COORDINATION

JOSEPH O. LORETAN, *Chairman*

CLARE C. BALDWIN — JOHN B. KING — JACOB H. SHACK
WILLIAM H. BRISTOW — RICHARD M. LUBELL — SHELLEY UMANS
SARAH A. CAMERON — CARMELLA NESI — FREDERICK H. WILLIAMS

DIVISION OF CURRICULUM DEVELOPMENT

JACOB H. SHACK, *Acting Associate Superintendent*

CURRICULUM CONFERENCE PLANNING COMMITTEE

LEONARD W. INGRAHAM, *Coordinator*

EDWARD G. BERNARD — HELEN R. SATTLEY
WILLIAM H. BRISTOW — JACOB H. SHACK
EDWARD GOLUB — AARON N. SLOTKIN
LEO J. STEINLEIN

ACKNOWLEDGMENTS

The Curriculum Conference Planning Committee, coordinated by Dr. Leonard W. Ingraham, suggested the theme of the conference and planned its structure. Dr. Ingraham, chairman assigned to the Division of Curriculum Development, was responsible for all conference details and arrangements, including selection of the site, invitations to participants, assignment of participants to discussion groups, and the preparation and distribution of the instructions governing conference procedure. The bibliography sent to conference participants was compiled by Mrs. Edna Bernstein, librarian at the Bureau of Curriculum Research.

Facilities for the conference were graciously provided by Dr. Murray H. Block, Acting President of the New York City Community College, and by the college's administrative staff. The excellent facilities of the Board of Education's new Television Production Center were willingly placed at our disposal by James F. Macandrew, Director of the Bureau of Radio and Television. Nathan Clark, Principal of George Westinghouse Vocational and Technical High School, provided additional assistance.

Cooperation was extended by the technical staff of the Bureau of Audio-Visual Instruction, supervised by Assistant Director Edward Golub, and by Victor Singer, graphic arts teacher assigned, who prepared the signs to direct conference participants. Milton Bernstein, Administrative Assistant, and Mrs. Jennie Kochan aided with the conference arrangements.

The proceedings, like the seminar discussions, reflect the planning, conscientious devotion, and professional competence of the discussion leaders, resource persons, and seminar recorders, whose responsibility it was to synthesize the ideas expressed by their group. Dr. William H. Bristow, Assistant Superintendent in Charge, Bureau of Curriculum Research, added stimulation to the conference by his contributions during the colloquy that followed the group seminars.

Dr. Aaron N. Slotkin, Coordinator of Curriculum Periodicals, assembled, edited, and produced this report of the conference proceedings. Mrs. Edythe Kahn did the proofreading and rendered

editorial assistance. The pictures were taken by Board of Education photographer Ambrose J. Hickey. Permission to use the line drawing on the cover was graciously extended by Doug Anderson, the artist, and *The New York Times*.

The conference participants and the Division of Curriculum Development are especially grateful to Deputy Superintendent Joseph O. Loretan for his excellent keynote address, which evoked an enthusiastic reception and stimulated the discussions that are reported in these proceedings.

JACOB H. SHACK
Acting Associate Superintendent
Division of Curriculum Development

CONTENTS

STATEMENT OF CONFERENCE AIMS 1

KEYNOTE ADDRESS 5

DISCUSSION SEMINARS 17

1. Developing a Curriculum Which Assures Maximum Achievement and Standards for All Pupils in All Schools 17
2. Modifying the Content of Specific Areas of the Curriculum to Further the Integration Program 27
3. Serving the Integration Program Through Improved Measuring Instruments 31
4. Improving Teaching and Learning About Minority Groups Through Curriculum Changes 35
5. Achieving Effective Instructional Materials for Teaching About Minority Groups 44
6. Meeting the Curriculum Needs of Continuity and Responsiveness for Our Mobile Population 53
7. Involving the Community in Planning Curriculum Goals 61

SUMMARY AND COLLOQUY 69

INTEGRATION: SELECTED REFERENCES 77

CONFERENCE PARTICIPANTS 80

STATEMENT OF CONFERENCE AIMS

JACOB H. SHACK
Acting Associate Superintendent
Division of Curriculum Development

I AM VERY HAPPY TO WELCOME YOU again to our 16th Annual Curriculum Division Conference. Normally, our conference is held in the late spring. The change to an earlier date was made in order that each of us, in our respective operations, will have some time for follow-up before the end of this current school year.

You may have noticed that the invited group is a smaller one than usual this year. The planning committee felt that for the things that we want to do this afternoon it would be advisable to have a smaller group. Our conference procedure this year is different too. We shall have a major presentation which will be followed by a series of group seminars and then by a summary and perhaps a colloquy based upon what transpires in the group seminars. Therefore, we selected a building that can provide space for a large assembled group, as well as for eighteen seminar groups. We are very fortunate this year to have been able to obtain the facilities of this remarkable building, the New York City Community College.

It was not difficult to obtain these facilities because our hosts were most gracious and eager to help in every way. We are all very grateful indeed to our host, Dr. Israel Glasser, who is the head of the Division of General Education of New York City Community College, as well as to the professional, administrative, and custodial staff of the College.

I regret very much that I am unable to present our distinguished Superintendent of Schools today. You all know of his recent illness and you know also that the subject that we are discussing this afternoon is very much in his mind these days. It is no exaggeration to say that he will treasure whatever good things will come out of this conference. I do know too that I speak for all of you in wishing him a speedy recovery.

In general, the aim of the conference this afternoon is to help clarify the true meaning of integration. We should like to make a worthy contribution to what we see now is developing as a massive attempt to bring about integration in our schools. More specifically, we would like to identify the curriculum undertakings which need to be initiated or extended in order to promote integration, and so this afternoon we have brought together people who we think are men and women of good will. It is our hope that you will help point the way toward true integration and also help overcome the obstacles that may stand in the way.

More specifically than that, even, we hope that out of this conference there will emerge some definite recommendations. These, we hope, will foreshadow some of the activities of a follow-up nature during this school year. For example, the Curriculum Division is envisioning the preparation of a brochure that will summarize the proceedings of this conference and serve as a basis for continued discussion at subsequent conferences and planning meetings. As one illustration, the Curriculum Division is planning to distribute copies of the brochure in time for its March conference with the assistant superintendents. In general, we have thought of this conference as a springboard for the initiation of any curriculum experimentation and appropriate publications to follow.

To prepare for this conference, we have had a very fine planning committee headed by Dr. Leonard Ingraham, to whom we all owe a great debt of gratitude because he has been in charge of all of the excellent and detailed arrangements. We are very happy that, in addition to the professional staff and the chairmen of local school boards, we have some representation from the members of the Board of Education itself. A number of community agencies have sent representatives, as have some of the local colleges and universities.

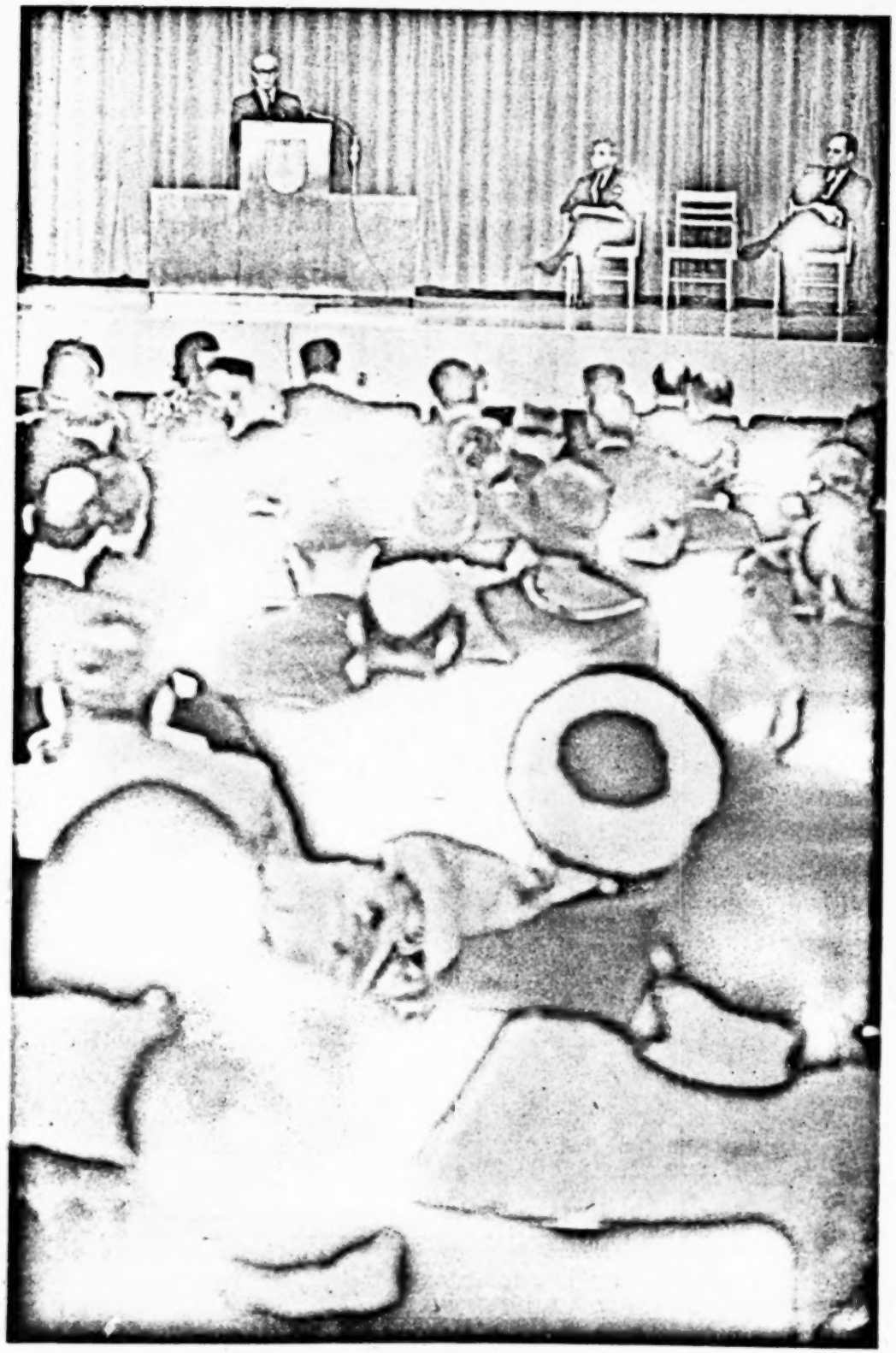
I invite your cooperation in making this a successful conference.

And now, it is my pleasure to introduce the speaker of the day. You have all known his leadership as the Associate Superintendent in charge of the junior high schools. More recently he has been at the helm in another assignment, that of the Deputy Superintendent in charge of Curriculum, Research, Evaluation, and the Subject Directorates. In this assignment, he has brought together the formerly disparate operations. And it is a pleasure and privilege for the Curriculum Division to have invited these operations to share this day with us.

We in the Curriculum Division, you know, have been enjoying, for the past year or so, the unique distinction of working with Deputy Superintendent Joseph O. Loretan, and at very close quarters, at that. The Division is truly looking forward to the future, to the continuation of his challenging and stimulating influence on our work.

And one evidence of this influence is the selection of the topic for today's conference. This is a subject to which Dr. Loretan has given much thought and about which he has long expressed deep concern. I know that he is unequivocally dedicated to making a large contribution on this issue, which he feels is essentially a moral and spiritual one. I am certain that the day will show that he has indeed the enthusiastic support of his collective staffs and of all their leaders in this endeavor.

It is an honor and a privilege to present to you Deputy Superintendent Joseph O. Loretan.



KEYNOTE ADDRESS

DR. JOSEPH O. LORETAN
Deputy Superintendent of Schools

In 1954 THE BOARD OF EDUCATION OF NEW YORK CITY adopted an integration policy which stated, "We must seek ways to give each child an optimum opportunity for equal progress and success by the process of ethnic integration, wherever possible, and by improving opportunities in those areas where, because of residential patterns, schools have a homogeneous population."

On November 30, 1963 Superintendent of Schools Calvin E. Gross stated:

> Regardless of forces leading to the community conditions of segregation, discrimination, ethnic imbalance, and impaired learning potential, the school system welcomes the challenge implicit in this situation. We shall not supinely accept what exists, but shall rather help lead the struggle to change it. We have accepted in full, as this report indicates, our responsibility to approach as closely as possible and feasible the ideal of the fully integrated school. We have also accepted fully the moral commitment to assume community leadership so far as it is necessary and practicable, in order to achieve this ideal.

Thus our school system assumed a responsibility not only for desegregation, but our schools also added the task of equalizing educational opportunities for all their pupils. Therefore, it falls upon us, who are responsible for the carrying out of this policy, to be aggressive in its implementation.

The theme of this conference, "How the Curriculum Can Promote

Integration," addresses itself to one aspect of integration. As we all know, there is no one factor that can alone accomplish all of the aims of an integrated society, but those things that we impart to children during the school day can be a major factor in changing attitudes and in preparing young people for a constructive adult existence.

Perhaps we must first ask ourselves some questions. When we speak of a curriculum promoting integration, what do we mean by a curriculum and what do we mean by integration? I think of a curriculum as all of the aspects of learning that a student is exposed to in the school. This can mean the expression on a teacher's face when he talks about a minority group as well as the imparting of the information that the course of study calls for in teaching about minority groups. To integrate, as you know, comes from the Latin word *integrare*, meaning to make whole, to renew. The English derivative concentrates solely on "to make whole," but I'm sure you can understand my interest in the Latin meaning "to renew." The implication seems to be that when one makes whole, one also renews.

It is unfortunate that we have had to wait almost one hundred years to renew our faith in ourselves as Americans. At one time this was indeed the Land of Opportunity. When I look through the window of my office I can see the Statue of Liberty, even though I can't see the inscription on its base. But together I'm sure we can all remember that this country welcomed the tired and the poor from many lands. But did it also welcome the tired and the poor from our own land? The history of the past hundred years, and the hundred years before that, I'm sorry to say, bears out that we didn't. Therefore, when we talk of integration, of working toward a whole, must we not also mean toward a renewal of a faith that our founding fathers had in moments of great idealism when they made it clear that life, liberty, and the pursuit of happiness were inalienable rights, and that any attempt to violate them was an attempt to subvert and insult the dignity of every human being?

Perhaps what we must ask ourselves today, and I mean today in its historical sense, is for a "moment of silence" for reflection and meditation. John Hope Franklin, the eminent historian, in a recent address to the National Council for the Social Studies said:

> We who teach must first be learners. We must learn the lessons of the past, even if they are painful lessons. We must also learn to apply those lessons to our view of tomorrow, even if they require readjustment in our thinking and courage in our actions. . . . In this great, rich, privileged land of ours, the dignity of man has too long been trampled upon. If we would escape the calumny and the scorn of tomorrow's children and if we would prove equal to our role as the conservators and purveyors of truth, we must realize that the dignity of man is not yours or mine to give or to deny. It is merely ours to recognize.[1]

We who teach must first be learners. We must learn and teach a few unpalatable truths including the fact that our Declaration of Independence and Constitution were not actually applied to the Negro and other races, including even the American Indians. To continue in John Hope Franklin's words:

> The outstanding failure of the United States during its first century of independence was its unwillingness to bestow upon every human being within its borders the fundamental elements of human dignity. Jefferson's words regarding the equality of all men were repudiated. In their place was substituted a set of doctrines that brought forth a variety of distinctions based on race and color.

William O. Douglas, in his chronological entry in the *Almanac of Liberty* for the 21st of January, comments that it took from 1790 to 1952 to eliminate race and color as barriers to citizenship in this country. Only in 1952, in the passing of the McCarran-Walter Act, was it established that "the right of a person to become a naturalized citizen of the United States shall not be denied or abridged because of race."[2]

In Europe and in some parts of the United States, subtly but persistently over several centuries, the doctrine of Aryan supremacy has too often governed policy in law, education, and psychology. A few protested but the powerful and unenlightened prevailed. The ideas of the super race, developed by the Indo-European school of thought, that were the stock in trade of Hitler and Goebbels have more or less consciously permeated the thinking behind what was put in or left out in the writing of historical and literary materials. Perhaps this partly explains the almost total absence of descriptions of the Nazi persecutions of the Jews and, until very recently, of favorable references in mass media to the life and culture of Latin America, Africa, and Asia.

Isn't it a little extraordinary that Boards of Education in the large cities of this country must plan to develop social studies materials describing the influence of Negroes and Latins on American life and culture? We who teach must bring to the foreground of our conscious-

[1] John Hope Franklin, "The Dignity of Man—Perspectives for Tomorrow," address delivered at the 43rd Annual Convention of the National Council for the Social Studies, November 1963.

[2] William O. Douglas, *An Almanac of Liberty* (New York: Doubleday, 1954), p. 212.

ness the fact that in America we have talked about equality but have functioned on the principle that some people are more equal than others. So deeply has the concept of white superiority permeated the consciousness of people in many places in the world that the Negro community itself very often overvalues the appearances that are Caucasian. The idea that "white is right, black is bad" is a concept that cannot be tolerated in a democracy.

Minority leaders have constantly fought against negative self-views, but it will take the combined efforts of all the wise and forceful leaders we can assemble to change the self-image of disadvantaged minority persons from one of inadequacy to one of strength. All children, from the time they enter school through graduation from high school and beyond, need constant opportunities to study the struggles, handicaps, and successes of their own and other racial groups, not in a competitive spirit but with the constant view of what man can do, given an honest opportunity and the motive.

The great success of contemporary Negro and Latin-American opera stars, scientists, statesmen, and athletes in the United States is largely a 20th century phenomenon and can scarcely be attributed to early and massive white approval, even though white approval has become genuine and hearty as time has moved on, and the teachers who found and encouraged these talented youths deserve great praise. But the central fact for educators to note is that *recognition of incipient talent* brought about the extra effort by minority group members, thus enabling them to achieve success with such rich results for our society.

Developing new techniques for discovering and encouraging latent ability is a job for all of us. We have to be crusaders in our conviction that there is just as great a percentage of talent among minority groups as we will find within the majority. Isn't it curious that excellence in the field of athletics among the Negroes in contemporary America exists far out of proportion to the percentages existing for the white population? Before the Negroes were allowed to enter this field on a normal competitive basis, who knew about this potential excellence?

In this connection, may I say that we are gravely concerned about the misinterpretation of the so-called predictive value of the present mass intelligence testing. Allison Davis points out that in just one generation the measured IQ of Negro children in Philadelphia and Chicago has increased about ten points.[3] Klineberg and Lee have shown, moreover, that IQ's of Negro children born in the South

improve steadily with long residence in New York or Philadelphia.[4] This trend is statistically significant and continuous. Such improvement in educational aptitude indicates the great power of acculturation, both in school and in the community. It also points out that accepting the IQ's as a static measure of academic potential is as deadly a weapon as is segregation.

In reviewing the literature of the past 30 years on the need for curriculum change in the country, I have noted that certain phrases appear again and again: a new realistic curriculum is needed in our schools for a truly integrated society. Where is the new curriculum? We want to develop it – write it – not talk about it.

How *can* a curriculum promote integration? What are the components that go into a total school curriculum that can, for example, bring all children up to the level of experience and opportunity that will enable them to function with equal chance of success, that can give all children an understanding of their civil rights and liberties, that can give all children an awareness of their roles as citizens of this country, that can give all children a pride in their heritage and the accomplishments of those in their ethnic group, that can give all children the core of common learnings which are essential to effective participation in the present-day world, that can give all children the opportunity to be of service to their communities, a curriculum that can help all children to examine and create values – spiritual as well as economic – by which to live, a curriculum that can give all children the type of education that will help them to *recognize* the dignity of man?

When I talk about integration – a movement toward a whole, a renewal – I think not of *some* children but *all* children. We must not deny the opportunity for inspirational learning to any child. Integration is a total term encompassing the totality of our population.

Now let us examine each of the component parts I spoke of a minute ago. What *can* we build into a curriculum that can bring all children up to a level of experience and opportunity that will enable them to function with equal chance of success? Professor Miriam Goldberg of Columbia University's Teachers College says:

---

[3]Allison Davis, "The Education of Children from the Lower Socio-Economic Groups," in *The Urban Lower Class*, R. D. Hess, ed. (New York: Holt, Rinehart, and Winston, 1963).

[4]Otto Klineberg, *Negro Intelligence and Selective Migration* (New York: Columbia University Press, 1935), p. 59; Everett S. Lee, "Negro Intelligence and Selective Migration," *American Sociological Review*, XVI (1951) pp. 231-232.

> One of the major issues confronting education today is to discover the means by which the school can compensate for the lack of readiness for learning which lower-class children, in general, and the Negro and other discriminated-against groups of children in particular, bring to their schoolwork. The issue is not whether to imbue these children with middle-class values or to strengthen the positive aspects of their own unique cultural forms. The issue is, rather, to provide these children with the skills and knowledges which will enable them to select their future direction rather than be hemmed in by the increasingly limited sphere of operation left to those who lack these skills.[5]

Youngsters who come from backgrounds preventing them from achieving their true potential must be given a crash curriculum in the early grades of school. Children who are disadvantaged need schooling at an earlier age. Let's think in terms of starting a school curriculum at the age of four. Experimental work in this area has been started at the University of Chicago where they are simulating a rich intellectual and social home background in the schools for four-year-olds. In New York City, with the help of Dr. Martin Deutsch, we are experimenting with a similar program in three of our schools. Jerome Bruner, in his address at the ASCD's Eighteenth Annual Conference in March of 1963, said that there are

> . . . elementary intellectual skills that are necessary for a first encounter with school learning. We "know" this, but we do little either to investigate these elementary skills or to devise ways of strengthening them. I am thinking [says Dr. Bruner] principally of linguistic skills. Where a child has been socially underprivileged in his early years, it may be necessary for example to look squarely at the situation and say: This child, before he can go on in these subjects, simply needs more linguistic training or all of our words will be just mere wind going by his ears. I do not mean vocabulary, but, rather, the development of the full transformative power of language which our linguists are only now beginning to understand.[6]

We must then be thinking in terms of developing a curriculum that will give youngsters the opportunity to acquire this full transformative power of language, using the work being done, for example, by Dr. Bruner at Harvard. Should we not also look at the manipulative curricula being developed at the University of Minnesota, at Stanford University, at the University of Maryland? It is a miscarriage of judgment to think only in terms of "moving down" subject matter; we must look also to the universities and the school systems that are developing new compensatory curricula. I believe that our Curriculum Division, working with the Elementary Division, should be developing

[5]Miriam Goldberg, "Factors Affecting Educational Attainment in Depressed Urban Areas," in *Education in Depressed Areas*, A. Harry Passow, ed. (New York: Teachers College Bureau of Publications, 1963), p. 69.

[6]Jerome S. Bruner, "Needed: A Theory of Instruction," *Educational Leadership*, XX, No. 8 (May 1963), p. 527.

an experimental curriculum for young kindergarteners from disadvantaged areas. How much are kindergarten children learning from their first and second grade classmates in schools where gradeless K-2 programs are in operation? How can we use this knowledge to build a more powerful early childhood education program? In addition, the findings of behavioral scientists are needed as we develop curriculum materials that should result in more effective motivational incentives for all children and particularly for those who are not motivated by our present conventional methods.

How *can* we and *when* should we give all children an understanding of their civil rights and civil liberties? When children come to us, many of them have already received religious training in a variety of religions. They certainly have had experience in meeting their friends, usually wherever and whenever they want to. In other words, without knowing it, our children come to us having already exercised many of their rights as stated in the first ten amendments to the Constitution. Therefore, as educators, should we not build upon this and introduce the teaching of civil liberties and civil rights from the first day a youngster enters our schools? It becomes our responsibility to lead him from thinking of civil rights as something that is *his* privilege to thinking of civil rights as *everyone's* privilege. Dr. Gross, in a recent statement, said that with privileges come responsibilities. So, in fact, *this* becomes our charge: to make every youngster aware of his responsibilities as well as his privileges.

Interesting and provocative material has been developed on the secondary school level. A program for improving the teaching of the Bill of Rights in high schools has been developed by the National Council for the Social Studies and the Civil Liberties Educational Foundation. A curriculum for the teaching of the Declaration of Independence and the Bill of Rights has been developed by the Lincoln Filene Center for Citizenship and Public Affairs of Tufts University. We are trying out these materials in some of our schools.

While there are materials developed on the secondary level, I know of nothing that has been developed in the teaching of civil rights for the elementary schools. I therefore propose that New York City assume leadership in developing such a curriculum. Once again, may I emphasize a curriculum in *civil rights* and *civil responsibilities* to be introduced the first day a youngster enters school.

> In a republic, what species of knowledge can be equally important, and what duty more pressing on its legislature, than to patronize a plan for communicat-

ing it to those who are to be the future guardians of the liberties of the country?

So spoke George Washington in his address to Congress on December 7, 1796.

What can we build into the curriculum that can give children an awareness of their roles as citizens of this country? Today, more than ever, there is a crucial need for citizenship education. I am aware of the fact that we have a curriculum in citizenship education. Our problem, however, is extending, amplifying, and deepening the concepts of the meaning of citizenship. Citizenship is not merely a matter of voting and obeying the laws; the interim process of self-government requires an awareness of the community process and the power structure and the flow of history in the world of which the community and the nation are a *part*. This less parochial concept of citizenship is what we must move toward in the 1960's. Citizenship is no longer construed to mean only national privileges and responsibilities; a truly functioning citizen of this country must also be a citizen of the world. I call upon curriculum builders to take a *new* look at citizenship education.

How can we as curriculum builders give children a pride in their heritage and the accomplishments of those in their ethnic groups? History has taught us that a heritage can be both an asset and a liability. Every national group, every race has had its heroes, fools, and villains. Those of us whose families originated in England have as our heritage the Wars of the Roses as well as the Magna Carta. Those of us who come from Italy have as part of our heritage the Renaissance as well as the Borgias and Machiavelli. Those of us who came from Africa have as our tradition a highly developed culture in terms of art, architecture, and music as well as brutal intertribal wars. Those of us whose ancestors came from Asia can think of this part of the world as having given us the beginnings of our Judeo-Christian tradition as well as the cruelties of extremism and poverty.

It is important that we bring to the attention of all children not only their personal heritage but also the heritage of others, that we instill in children a pride in their heritage and at the same time that we be sober in helping them to assess *all aspects* of their heritage.

We must develop a planned program of guided reading and sociodramatic activities so that all children will be able to learn about the heroic endeavors of various ethnic groups with particular emphasis

upon the Negroes and others who have been most ignored and exploited in the past.

There should be in each school a kit of library books for teachers and for students to help "fill in the gap" in the education of teachers as well as students.

We are presently writing resource units on the Negro in America. The eminent Negro historian John Hope Franklin is acting as a consultant on this project. We also must not underestimate the curriculum development opportunities of our Hispanic world as we are involved in Puerto Rican workshops and Operation Understanding.

We in the schools must be in the vanguard of those who seek persistently to rectify in all types of mass media the distortions made by omission of data, ignorance, or malice.

In addition, it is important that we teach children not only to be proud of their ancestors, but also of those in their ethnic or religious groups who have become deeply involved in *our* government and *our* way of life. Let us therefore think in terms of building into our curriculum an appreciation, an awareness, of people who have *achieved* and with whom we can *identify*. I don't know about you, but as a child I would have found it very hard to *appreciate* or to *identify* with the achievement of a Benjamin Franklin, or for that matter the president of U.S. Steel. Instead, I looked at as models people I *knew* and respected – the man who was my teacher, the man who owned the grocery store, the doctor I went to when I was sick. So today I feel we are making a mistake when we present to children as models only those whose accomplishments they could most likely never hope to equal.

At present, we have several committees of teachers on a project in which they are attempting to portray the stories of various Americans of minority groups who have made gains against odds. These people will be selected from local communities where the pupils live. We should be able to develop curriculum materials that present biographies of the *attainable*, of the men and women who "made good" through training, education, and a sense of commitment – the government worker, the doctor, the dentist, the storekeeper, the teacher, the nurse. Let us give our children local "working models."

How can we build a curriculum that will give *all children* the opportunity to be of *service* to the community? It has been our custom to encourage local residents to participate in the social, political, and

educational aspects of the community. We have paid little attention, however, to preparing and involving students in being *as active* as the adults in the community. The national Peace Corps and the local Peace Corps have demonstrated the value of involving young people in community activities. New York City has had several programs on a secondary school level. Mobilization for Youth has initiated a service corps for high school boys as have the Red Cross and the Yorkville Youth Council. Columbia University has had a service corps for the past five years in which undergraduate students participate in community activities, but again, as a whole, the school system per se has made too little provision for community service *as a part* of the school curriculum. It has usually been extracurricular. I propose that we develop an aspect of the curriculum that prepares children at as early a stage as that of entering school to participate in community activities, not only as receivers but also as givers; that this program become part of the instructional complex; that just as we teach mathematics, science, history, so we teach the child his role in the community.

How can we build a curriculum that will give all children the core of common learnings that are essential to effective participation in the present-day world? After all, this is the stuff that education is made of: every student must have a curriculum that will provide him with the tool subjects of reading, writing, and arithmetic. He must, in addition, be given a rich program in the humanities as well as the sciences, but most important of all, he must be given a curriculum built on the search for insights into genuine problems.

We must engage in a complete reexamination of our curriculum, permitting no practice to go unexamined because of any assumption of its established excellence or its hallowed tradition. We must have the courage to experiment.

We are presently introducing new curriculum material in social studies, science, and mathematics. We must look hard at new curricula, for they should deal with life realistically; they must teach an understanding of the concepts and structure of areas of knowledge, not merely the accumulation of data.

I call upon you as curriculum builders, in the words of Allison Davis, "to have the eyes to observe our students, the interest to use our observations in finding and developing pertinent materials, and the courage to use them in experimental form."

How can we build a curriculum that helps children examine and create values by which to live? Faith in the dignity of man, respect for

a neighbor's religious and political beliefs, faith in the method of rationality in solving our problems, fairness about equality of opportunities and rights of people, good will and friendliness in actions and attitudes, self-confidence in initiating contributions and expressing needs, honesty and open-mindedness toward responsible ideas and ideals, a feeling that man is improvable, a sense of responsibility and service toward family, community, and country—these are values worth promoting. I think when considering values one has to stop and become introspective, for it is difficult to teach that which we do not believe. We in this country have always been accused of setting undue values on material accomplishments. I believe that this is changing. There is hardly a country in the world that has helped other nations as much as we have. There is no other country in which the people give more of what they have and of themselves to others who have less. There is no *other* country that has a Peace Corps. *You* would not be here today if your values were solely materialistic. In connection with this, some remarks of Sargent Shriver, Director of the Peace Corps, are pertinent:

> We still have our vision, but our society has been drifting away from the world's majority: the young and the raw, the colored, the hungry and the oppressed. The Peace Corps is helping to put us again where we belong. It is our newest hope for rejoining the majority of the world without at the same time betraying our cultural, historic, political and spiritual ancestors and allies. As Pablo Casals, the renowned cellist and democrat, said of the Peace Corps last year: "This is new, and it is also very old. We have come from the tyranny of the enormous, awesome, discordant machine, back to a realization that the beginning and the end are man—that it is man who is important, not the machine, and that it is man who accounts for growth, not just dollars and factories. Above all, that it is man who is the object of all our efforts."[7]

I propose that we raise our values, if we need to, concerning the importance of recognizing and helping the tired and the poor and the oppressed; that we impart these as part and parcel of our curriculum; that we do not preach but that we share with our students the brave idealistic values that, even with our serious defects, have made us what we are today, and that have made this nation what it is and what it can become. We have no difficulty in accepting the need to incorporate the subject disciplines into our curriculum; why, therefore, should we not incorporate the study of our own mind and the society we have *created?* The heart of the school curriculum should incorporate those things that have to do with man's search for knowledge about himself and the universe. Such a value orientation is what we aspire to, since

---

[7]Sargent Shriver, "Two Years of the Peace Corps," *Foreign Affairs*, XLI, No. 4 (July 1963), p. 707.

the main business of any society should be the increasingly human use of human beings.

Whether we call this a curriculum in the social sciences or a curriculum in the humanities, whatever the name may be, let us make sure that in looking toward a curriculum for integration that we not lose sight of the fact that knowledge about people must be in a central place in the curriculum and not appended as a kind of enrichment offering attached as an afterthought.

If you recall, at the beginning of this paper I spoke about the meaning of the Latin root of integration – a whole or renewal. Perhaps the only way we can look toward an understanding of the dignity of man is first to renew a respect for ourselves as human beings. Let's take an accounting, for "we who teach must first be learners." If, after assessing ourselves honestly, we are contented, then and only then can we look at our students and treat them with the same dignity that we would expect from them.

I believe that as curriculum builders we must commit ourselves to several propositions: That we continue and accelerate our plans to promote integration through a curriculum that can

1. bring all children up to the level of experience and opportunity that will enable them to function with equal chance of success,
2. give all children an understanding of their civil rights and liberties,
3. give all children an awareness of their roles as citizens of this country,
4. give all children a pride in their heritage and the accomplishments of those in their ethnic group,
5. give all children the core of common learnings that are essential to effective participation in the present-day world,
6. give all children the opportunity to be of service to their communities,
7. help all children examine and create spiritual as well as economic values by which to live.

I believe that the New York City school system is leading the nation in striving to rectify in one generation the mistakes and shortsightedness of many generations. I believe that we have the talent, we have the motivation, and we have the commitment to turn the American Dilemma into the American Dream.

DISCUSSION SEMINARS

TOPIC 1: Developing a Curriculum Which Assures Maximum Achievement and Standards for All Pupils in All Schools

Group A

DISCUSSION LEADER: Samuel Polatnick, *Chairman Assigned, High School Division*

RESOURCE PERSON: Charles Shapp, *Assistant Superintendent, Districts 12, 13, 14*

RECORDER: Margaret M. O'Rourke, *Curriculum Assistant, Districts 36, 37*

GUIDING QUESTIONS

1. What can the curriculum do to provide maximum education for every child?
2. How can we measure accurately and distinguish between achievement and potential?
3. How can we encourage every child to make the maximum effort to fulfill himself?
4. What kinds of programs are required at every level to provide for maximum learning at individual rates?

In a brief reaction to Dr. Loretan's speech it was noted that the problem of integration was created by society. The school will never solve it without help from other agencies. There are some things, however, that the schools can and will do.

Recognizing that the kind of education that does most for every child does most for integration, the group discussed the problem: "How can we give the maximum education to every child while working with so many?"

Every effort must be made to individualize instruction to the maximum degree. We must develop means of identifying *abilities* because each child should start where he is able. Gifted children must not be held back. While it was felt that a child's talents should be recognized and encouraged, the caution was expressed that a talent must not be

exploited at the expense of the child's development in other areas.

Because we recognize the importance of a rich experiential background in the educational process we should make an effort to provide one for any child who would ordinarily be deprived of it. This would mean starting the school experience earlier for some children. In those areas where a prekindergarten program has been started for four-year-olds it has been highly successful. It was pointed out, however, that many areas very much in need of such programs are so overcrowded that it would be impossible to have them.

It was suggested that efforts be made to educate parents with regard to their responsibilities for providing experiences for children. A vastly expanded program of utilization of cultural resources was recommended for children of all areas. Economically advantaged children are frequently culturally disadvantaged.

The problem of personnel is crucial. It was felt that there is a need to retrain teachers to implement the curriculum. The fear was expressed that we are asking teachers to do too much when we ask them to undertake sophisticated programs in all areas. It was agreed, however, that teachers must adapt the curriculum to their own situations. They must be encouraged to be creative, to experiment, to break out of patterns. Newer techniques such as team teaching, programed instruction, and large and small group instruction may offer some help.

It was noted that teachers must understand the environment a child lives in if they are to understand the child. Teachers' attitudes are of utmost importance. They are obvious to the children as they are reflected in tone of voice, gesture, or facial expression.

The importance of reading was recognized. With proper instruction and materials, practically every child should learn to read in the early grades. Something must be done to help the upper-grade student who is just beginning to find himself. Many eighth graders are insulted when they are given fifth-grade books.

Several participants mentioned the need for proper materials. Books should be related to an integrated society. They should use experiences of real people with whom children can identify. The Bureau of Audio-Visual Instruction's "A-V Resources" devoted to human relations lists available audio-visual materials. Many are listed for the secondary level but few for the elementary level. It was recommended that personnel be assigned for development of such materials.

On the junior high school level youngsters should be encouraged

to explore as many areas as possible. Care must be taken, however, not to limit future vocational choices by failing to provide adequate preparation. Certain courses, for example, will be needed for college entrance. Guidance should be based upon potential aspirations and not limited by too early vocational choices.

Discipline is one of the biggest problems in schools in underprivileged communities. It saps teachers' strength and interferes with education. If it were possible to remove the two or three per cent hard core of children who lack supportive help and place them in a protective residential environment, the remaining children would spurt forward in achievement.

Recommendations With Regard to Curriculum Planning

1. We need to develop means of recognizing children's abilities and allow each child to start on as high a level as he is able.
2. We need to recognize the skills and background needed by children and build them into the curriculum. This would mean starting the educational program earlier for some children.
3. There is a great need to encourage teachers to be creative.
4. At every level we should identify procedures that have been effective.
5. There is a need for proper materials that are related to the integrated cultural background of the children.
6. Personnel should be assigned to the development of audio-visual materials related to human relations on the elementary school level.
7. The program of utilization of cultural resources should be expanded to include children from every area of the city.

Recommendations With Regard to Related Aspects of Integration

1. Teachers should understand the child's environment.
2. Efforts should be made to educate parents to their responsibilities for providing cultural experiences for children in their homes.
3. Teachers must be trained and retrained to implement the curriculum.
4. Teachers should be helped to develop favorable attitudes toward all children.
5. We should take another look at the length of time children spend in school. Should the number of hours in the day, days in the year, or years in the school be increased or decreased for certain children?
6. Careful attention to junior high school guidance should enable each child to progress as far as he is able.
7. Protective residential environment should be provided for the hard

core two or three per cent of emotionally disturbed children in underprivileged communities who are seriously disrupting the education of the rest of the children.

QUESTIONS RAISED FOR FURTHER DISCUSSION

1. How can teachers be taught to be creative?
2. How can we develop means of recognizing potential and of bridging the gap between achievement and potential?
3. How can we encourage maximum effort by every child to fulfill himself?

Group B

DISCUSSION LEADER: Aaron N. Slotkin, *Editor, Strengthening Democracy and Coordinator of Curriculum Periodicals, Division of Curriculum Development*

RESOURCE PERSON: Marion Clark, *Assistant Superintendent, Districts 10, 11*

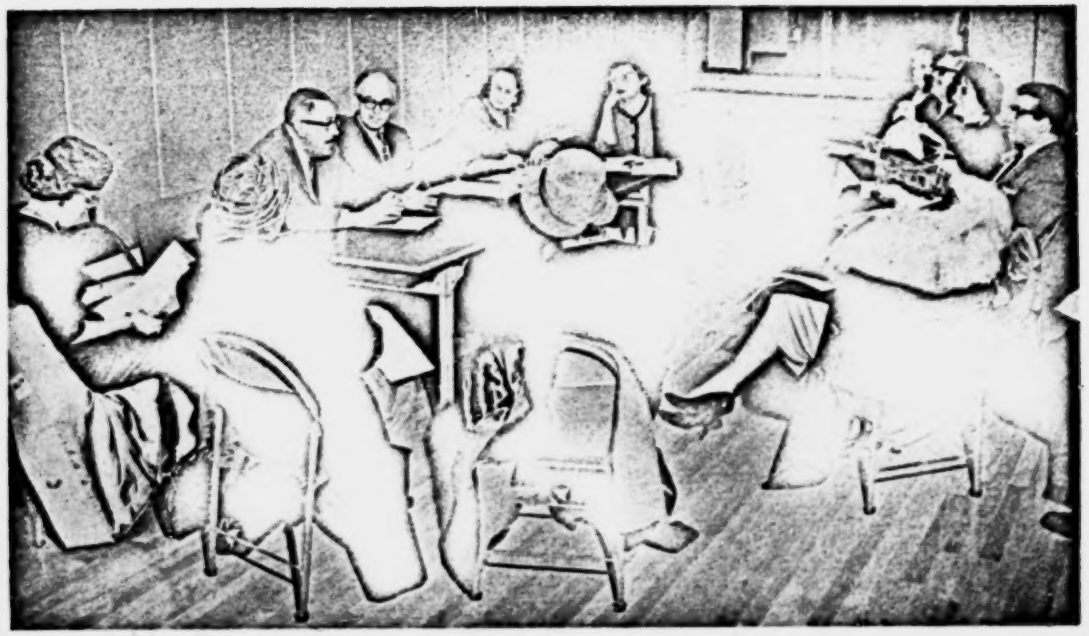
RECORDERS: Marguerite Driscoll, *Curriculum Specialist, Language Arts, Bureau of Curriculum Research*
Lila Green, *Teacher Assigned, Bureau of Curriculum Research*

GUIDING QUESTIONS

1. What problems are created by culturally biased measuring instruments (e.g., IQ tests)? Can they be overcome? How?
2. How can diagnostic instruments help us to determine the amount and types of knowledge pupils can absorb?
3. To what extent do teacher expectations of pupils affect the content of the curriculum? How can we raise teacher and pupil sights?
4. Should the curriculum reflect middle-class values (social, economic, ethical, spiritual) or the environment from which pupils come?
5. The so-called "watered down" curriculum: What are the real issues here?

The discussion leader summarized the curriculum suggestions contained in Dr. Loretan's speech. The group felt that the text of the speech – in its relation to the twin goals of integration and improved educational opportunity for all – warrants careful consideration in curriculum planning and development.

In addressing itself to the assigned topic, the group raised a number



of questions and offered a number of suggestions. It was noted that standards remain inadequately defined. The validity and usefulness of present standard tests are subject to controversy. This area needs study.

Members of the group observed that the present curriculum is designed to help each child to realize his potential in all areas and to function effectively in a democratic society. A study of the elements within the present curriculum which hamper maximum achievement might be useful. In connection with this idea, it was suggested that sights of children be raised, that the curriculum be modified to encourage children to "stretch." Perhaps we can expect more of children in the elementary grades. The allegation that we have a "watered down" curriculum was refuted, and the problem of how to prevent it from becoming so was discussed.

There was an exchange of views regarding the degree of change necessary in the curriculum. Some felt that various aspects of the present curriculum could be better implemented; others felt that modifications could be introduced. Dr. Loretan's ideas received favorable comment in terms of such modification and implementation.

One member felt that a great deal of change is called for. She suggested that the curriculum be organized around broad, interrelated concepts – with citizenship as the unifying theme – rather than around a group of discrete subjects. A layman in the group asked that a greater portion of the curriculum be devoted to reading, writing, and basic

vocabulary, and less to "fancy courses, such as driver education." All members of the group called for greater attention to instilling in each generation the moral and spiritual values of American society. At the same time, some felt greater attention should be focused on the importance of vocational and economic values of groups outside of the middle class.

It was felt that the energies of children are disciplined and guided, as well as encouraged, toward achievement. The establishment of limits, backed by firm authority, is often missing in the home of the culturally deprived child, and, increasingly, in the home of the privileged child as well. Often the energies of these children become misdirected or dissipated. Some believed it should be the duty of the school to provide the necessary discipline, backed by its own authority, obtaining the cooperation of parents and community wherever possible.

Frequent movement of families within the city and shifting of pupils from school to school were noted. Having to start with entirely new material in each new school creates feelings of inadequacy and aimlessness in pupils. The aim of maximum achievement might be better served, it was suggested by one member, by a degree of uniformity among the schools.

The ability to read, to express ideas orally and on paper, and to listen is of greatest importance in the study of all subjects. In addition to a crash program in language arts, it was suggested that techniques in reading, listening, and communicating must be taught in all subject areas. Particular stress must be put on the basic vocabulary of each area. Children must do more talking, explaining, demonstrating, which they can do best in small groups.

There was some concern about the absence of group work in the classroom today. At present the only curriculum area taught in groups seems to be reading. In the interest of successful integration and maximum achievement, it was felt that a return of heterogeneous grouping of children might be indicated, accompanied by the greater individual attention possible in small group work. Ungraded classes were also mentioned in this context. Unfortunately, new teachers find teaching groups very difficult. A special effort could be made to train them for this work. Of course, reduction of class size is imperative – with or without group work.

Some expect that team teaching will provide a balance of competent instruction in every area and sufficient group work. Programed instruction also received favorable comment, especially in reference to

remedial efforts. It was pointed out that in teaching the culturally deprived child, the teacher will need to rely heavily on audio-visual methods and physical activities. In-service training may be indicated here.

In the integrated classroom, the teacher will find it necessary to learn how best to motivate and teach the culturally deprived child – or the culturally privileged child, as the case may be. A system of rotation for teachers so that they can help each other may be useful.

Also in the interest of integration was the suggestion that greater contribution to the curriculum might be looked for from guidance, social service, and community agencies. It is expected that more money will have to be spent on education to make truly useful changes.

Recommendations

1. The validity and usefulness of current standardized tests need study.
2. Stress should be placed on reading, listening, and oral and written communication skills since they are central to success in all subjects.
3. Since the extension of the integration of school populations is likely to involve greater emphasis on heterogeneous grouping, more attention should be given to training teachers for small group instruction in the classroom.

Questions Raised for Further Discussion

1. What elements in the present curriculum, if any, hamper maximum achievement?
2. What measures might serve to ameliorate the effects of pupil mobility on pupil achievement?

Group C

Discussion Leader:	Richard M. Lubell, *Acting Associate Superintendent, Division of Child Welfare*
Resource Person:	Isidore Bogen, *Member, Board of Examiners*
Recorder:	Flora Belle Zaluskin, *Curriculum Assistant, Districts 1, 2, 3, 4*

Guiding Questions

1. What do we do for the young child as far as curriculum, materials, methods, and services are concerned?
2. What kinds of experiences would be helpful in a preventive developmental program?

3. How, and to what extent, do we involve the parents in an educational program to improve home management and child care, to increase parents' desires and skills for enriching their children's backgrounds?
4. What suggestions do we have for the curriculum of the primary grades?
5. Shall we postpone formal instruction in favor of developing learning-how-to-learn skills and developing motivation for successful achievement in reading and arithmetic?
6. What are the curriculum implications for the intermediate-grade pupil who has experienced failure to learn?
7. What are the curriculum implications of the differences that might exist between rural migrants from the South and those from Puerto Rico and abroad?
8. How can curriculum sequence, continuity, and articulation be structured for a highly mobile population?
9. Should materials with middle-class content be used with lower-class children?

Referring to Dr. Loretan's statement regarding the need for a "new realistic curriculum," the group concluded that the curriculum must be one which allows every individual to function with reasonable success. Every pupil should be able to glean from the curriculum that which will foster pride in his own heritage, as well as an understanding and respect for the cultural heritages of other ethnic groups.

Pupils must be able to see reflections of themselves in the books they read in school, in the people about whom they study, and in their classmates, teachers, and other respected members of the community. Toward this end, it was felt that present-day texts for the most part are inadequate; the curriculum is devoid of content which inspires pride in one's minority-group heritage; and there is a scarcity of professional personnel in the school system with whom minority-group children can identify. New instructional materials, reflecting the experiences of minority-group children and designed to overcome some of the inadequacies mentioned, are necessary.

The assumption that ability grouping makes for the most effective learning was questioned. It was stated that although there is heterogeneity in kindergarten classes, some children begin to fall behind others shortly thereafter, and segregation begins. This was said to lead to a depreciation of social learnings. However, the point was made that whatever the type of group, the educational milieu, in which the teacher is paramount, is crucial to learning effectiveness. Values and self-image can be profoundly influenced. It was felt that teachers could effect more positive attitudes toward integration by the ways in which they handle classroom situations, seat children in the classroom, or relate curriculum content to present-day problems.

Dr. A. Harry Passow was quoted in epitomizing the needs of the disadvantaged child: ". . . to overcome educational handicaps, cultural handicaps, inarticulateness, short attention span, underdeveloped abstract thinking abilities, lack of motivation for academic success." To meet these needs and to promote integration, it was felt that a conscious approach to the teaching of civil rights and civic responsibilities was needed. Although it was pointed out by conferees present that our social studies bulletins do include suggestions for such teachings, it was felt that greater emphasis was necessary.

The point was made that by the time children reached the first grade, ideas and prejudices had already been established. This, along with the fact that disadvantaged children come to school with a relative lack of experiential background, seemed to indicate that preschool kindergarten classes were extremely desirable. Dr. Martin Deutsch's studies with prekindergarten children were cited as evidence of this desirability. New York City's unusually high rate of adult illiteracy brought mention of the concurrent program of parent education which is carried on as part of Dr. Deutsch's studies with prekindergarten children.

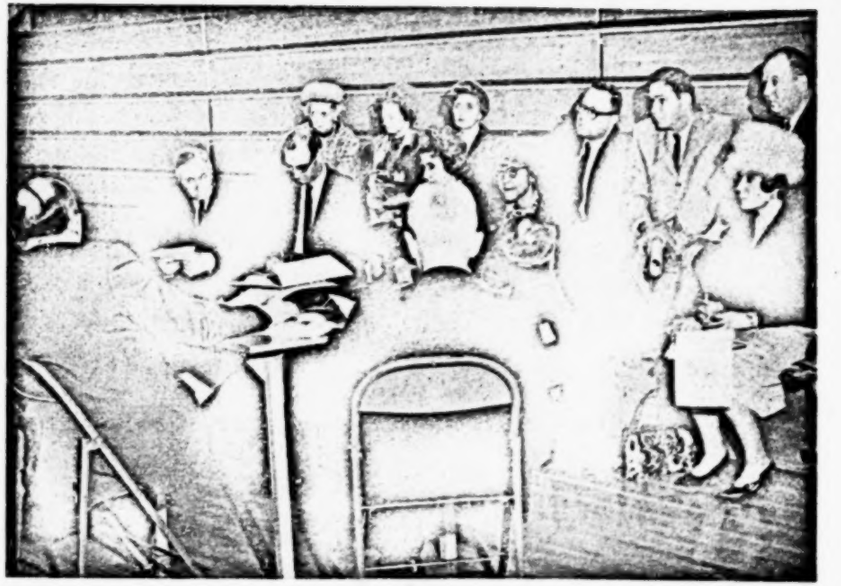
Recognition of the inadequacy of present-day intelligence testing as a means of evaluating the potential of the disadvantaged child was noted. It was stated that the intelligence quotient for many of our pupils has been, in the past, usually a measure of achievement or lack of it rather than of potential. Studies indicate that the average achievement of white children has been higher than that of Negro children. It was felt that it was incumbent upon us now to try to do things so that the Negro child's range and norm will be the same as the white child's. It was also noted, however, that when the range of achievement of Negro children is indistinguishable from that of white children, there will still be a range of differences within each group.

Because of a widespread erroneous impression that children who have not achieved are unable to achieve, many pupils are offered a watered-down curriculum and remain unchallenged. This lack of challenge often results in apathy, restlessness, and disturbing classroom behavior. This in turn may create hostility to learning and often psychiatric repression within the child himself. It was felt that a variety of happy

classroom experiences which invite freedom to create, which necessitate that the child rise to the demands of challenge, might be more successful in the education of the disadvantaged.

RECOMMENDATIONS

1. Emphasis on civil rights and responsibilities on all levels.
2. Instructional materials which reflect the experiences of minority-group children, raise their self-image, foster pride in their minority-group heritage and respect for others.
3. Early childhood curriculum which includes prekindergarten experiences for the child with an impoverished experiential background and which emphasizes appropriate communication skills.
4. Intensified remediation in early grades to prevent the inevitable retardation and segregation that results when remediation is neglected.
5. Basal reading series that consists of situations that can be used to promote good human relations.
6. Highly organized remediation materials for afterschool remediation classes, with provision for evaluation.
7. Provision in the curriculum for an extension of types of discussion techniques (e.g., the Panel of Americans) which will create outlets for basic hostilities and aggressions and result in greater understanding of self and others.
8. Specific activities in each curriculum area are needed for individuals and small groups of pupils to fill gaps in education when children with a wide range of abilities and specific needs are taught together.
9. More and better educational TV is needed to develop verbalism in children and to reach parents in order to build up the child's cultural level.
10. Home visits for increased social contact between teachers and parents, ultimately helpful to teacher, child, and parent.
11. Workshops for parents in curriculum areas to provide parent-teacher liaison in curriculum planning.
12. Recruitment of teachers from among minority groups.



TOPIC 2: Modifying the Content of Specific Areas of the Curriculum to Further the Integration Program

Group A

DISCUSSION LEADER: Abner Jaffe, *Assistant Superintendent, Districts 35, 40*

RESOURCE PERSON: Leonard Simon, *Curriculum Coordinator, Junior High Schools, Bureau of Curriculum Research*

RECORDERS: Julius Schwartz, *Curriculum Specialist, Science, Bureau of Curriculum Research*

Muriel Green, *Science Consultant, Bureau of Curriculum Research*

The discussion group, which consisted of superintendents, directors, community coordinators, librarians, and others, devoted most of the time to a discussion of problems related to their own concerns and responsibilities. The group was concerned with the role of supervisors and teachers in relation to the community, the variations and the needs of different districts in the city, and with the need to discover new motivations for children.

RECOMMENDATIONS WITH REGARD TO CURRICULUM PLANNING

1. The course given in family living in the high schools should be re-examined in terms of developing desirable attitudes on the part of

teen-agers (who are future parents) toward living with various groups.

2. A program effective in one district of the city is not necessarily effective in another. Attention must be given to the local situation.
3. We must discover new motivations which will make children *want* to learn. Perhaps manipulative experiences in industrial arts, science, and music should be looked at more intently for this purpose.
4. More attention should be paid to Latin America and Africa in our social studies curriculum to help children develop pride in their own background and to help all children appreciate the contributions of all groups.
5. Our curriculum bulletins should be modified to make it easier for teachers to adapt for variations in children.

RECOMMENDATIONS WITH REGARD TO RELATED ASPECTS OF INTEGRATION

1. Physical integration does not necessarily mean *real* integration.
2. For an effective integration program it is essential to get to the child at the prekindergarten age.
3. Teachers and supervisors, as well as community coordinators, should reach out into the community to establish rapport and to work with parents.
4. Publishers should be encouraged to print more books that include illustrations with Negro and Puerto Rican children.
5. The principal is the key figure in the success of any school program. There should be an orientation program for new supervisors to help them meet the integration needs of the community.

QUESTIONS RAISED FOR FURTHER DISCUSSION

1. What should the schools do to compensate for an inadequate background in children?
2. How can we help parents help children?
3. Should we use different methodologies for different groups?
4. What type of curriculum will hold the middle-class parent in a school that is culturally deprived?
5. How can the schools align themselves with social agencies which reach out to all groups?

Group B

DISCUSSION LEADER: Rosemary Wagner, *Curriculum Coordinator, Elementary Schools, Bureau of Curriculum Research*

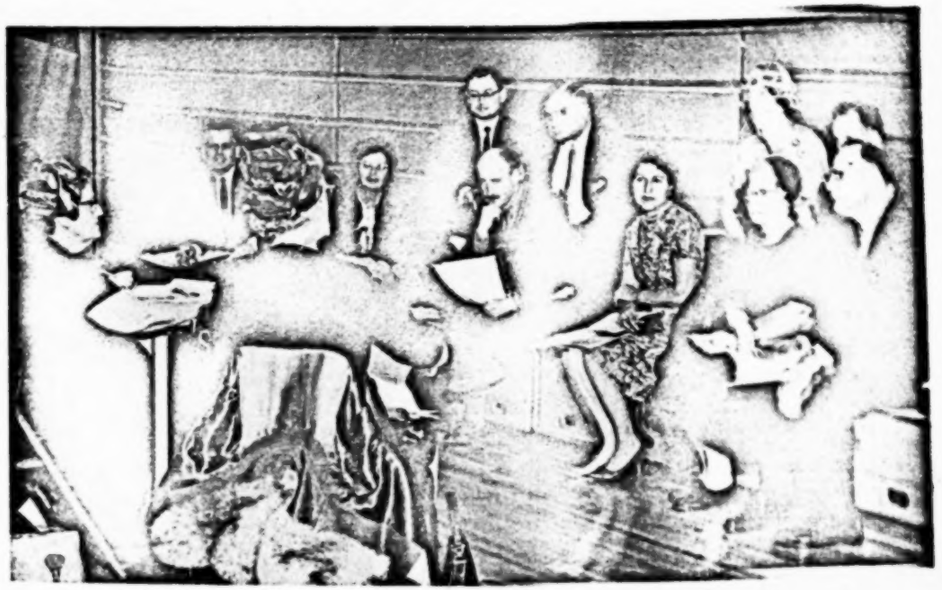
RESOURCE PERSON: Johanna Hopkins, *Assistant Superintendent, Districts 21, 22*

RECORDER: Blanche Kasindorf, *Curriculum Coordinator, Special Education, Bureau of Curriculum Research*

Following a summary of Dr. Loretan's address by the discussion leader, the group turned to an examination of the implications of the talk for various curriculum areas.

Through social studies, reemphasis should be given to: (1) the contributions of the Negroes and Latin Americans to our everyday life; (2) the universality of civil rights and liberties; (3) the need for identification in order to encourage pride in our national heritage; (4) the development of moral and spiritual values for all; (5) the encouragement of socially acceptable contributions by all to an integrated community; and (6) the opportunity for all children and all people to develop their full potential.

In the area of music, it was pointed out that content and organization (chorus, orchestra, and individual performance) are particularly adaptable to meet the ultimate goals of integration. The feeling was that



the present content of the music curriculum is noteworthy in presenting contributions of individuals of varied ethnic backgrounds.

In the teaching of foreign languages in our schools, it was indicated that high schools think in terms of content, and since content is not taught in a vacuum it could be a medium for furthering integration. It was also suggested that consideration be given to teaching the foreign languages with which some children in the school may already be familiar. Also, bilingualism and fluency in a foreign language should be encouraged.

In the language arts, content in literature and speech and other communication skills should be reviewed in terms of standards which might more effectively meet the needs of minority groups.

There ought to be a concerted effort to insure that all texts and supplementary materials present an unbiased viewpoint and deal with all ethnic groups in terms of individual and group contributions.

QUESTIONS RAISED FOR FURTHER DISCUSSION

1. Are IQ group tests useful in evaluating children's abilities for special placement (e.g., IGC, CRMD, special remedial instruction)?
2. Must we teach skills sequentially?
3. How are we helping teachers in the lower grades deal with the problem of individualization of instruction?
4. What steps can we take to make teachers aware of motivational levels and life goals of children? Do we fully realize that the disadvantaged bring many motivations with them?
5. Are the anticipated developmental levels in the curriculum in consonance with the needs of children from disadvantaged backgrounds?
6. How can we insure that the material in our curriculum bulletins (content, skills, attitudes, appreciations) is effectively used by the teacher?

TOPIC 3: Serving the Integration Program Through Improved Measuring Instruments

DISCUSSION LEADER: J. Wayne Wrightstone, *Acting Associate Superintendent, Office of Research and Evaluation*

RESOURCE PERSON: William Reiner, *Assistant Director, Bureau of Curriculum Research*

RECORDER: Morris Freedman, *Assistant Director, Bureau of Audio-Visual Instruction*

The discussion leader reported that in determining the effectiveness of the Demonstration Guidance Project at Junior High School 43, Manhattan, and George Washington High School standardized tests were used to measure reading, mathematics, and other skills. To measure the intangibles affecting integration, a variety of techniques were used, including:

1. Sociometrics: The Ohio Social Acceptance Scale to measure the social acceptance at George Washington High School of students from Junior High School 43.
2. A questionnaire to measure the aspirational levels of pupils.
3. Attitudinal scales.
4. Check lists developed by the Educational Testing Service to determine pupil desire to attend college.
5. Observational techniques to measure interrelationships and group dynamics.

After this report, the group was asked how we can use measuring instruments to improve integration. Frank Riessman's *The Culturally Deprived Child* was cited to show that the background of the culturally deprived child makes it more difficult to appraise him than the middle-class child. The question was then raised, "What characteristics has the deprived child which make it difficult to appraise him?" This was followed by a counter question which asked, "What leads us to think that culturally deprived children are not appraised properly?"

The responses indicated that the language of tests was not that of culturally disadvantaged pupils and that there is research evidence which indicates that where the language of tests was changed the culturally disadvantaged child did well. The ensuing discussion indicated that there had always been the problem in testing of determining what tests are really measuring, and that cultural factors are implicit in many tests. Reference was made to a study undertaken at Hunter College in which

researchers tried to develop a culture-free testing instrument. They were not able to develop an instrument which would eliminate "ethnicity" as a factor in testing.

One discussant asked why one would try to eliminate cultural aspects from tests. He indicated that our problem was to devise instruments that would tell us how culturally disadvantaged children would function in our school system as it exists. The discussion leader reported a case of a pupil who had scored 85 on the Pintner Intelligence Test while in junior high school, was retested in the 11th grade, and scored 140 on the Advanced Form of the Pintner. It was explained that the increase in score was a matter of culture and language. The child at the junior high school level was functioning below capacity. It was further pointed out that at George Washington High School there was a rise in reading achievement test scores (which have a high correlation with intelligence) when a tutorial program was offered. It was added, however, that when pupils are retested on intelligence tests, the results may show as many decreases in scores as increases.

One participant turned the discussion to the elementary school child and described the culturally disadvantaged pupil at this level as a child who had a short attention span and experienced difficulty with the format and wording of tests.

It was recommended that these children be trained to take tests. The discussion leader introduced the question of whether the child in the disadvantaged area was less "test-wise." The discussion indicated that pupil experiences were not related to tests that they were asked to take. It was suggested that vocabulary should be used that pupils will recognize. This view was countered by the idea that standardized intelligence tests should include items that children will encounter and not necessarily what they know.

The next topic was, "How do we measure pupils' real potential?" It was pointed out that there have been many attempts at developing "culture fair" tests. All tests of this variety give about the same results in determining potential as do the more verbal measures.

Reading was a factor in tests and one study was cited in which test items were read aloud while pupils followed the words in the test booklets. They did better on these tests. One participant indicated that he had devised a test in which oral questions and oral answers were used to obtain better results from slow learners.

The question of attitudes arose. "Don't we need to measure attitudinal changes in receiving schools of those in the integration program?" It was indicated that one participant was engaged in such work. The discussion leader said that a study, now in its third year, used sociometrics to determine who accepts and who rejects open enrollment in the junior high schools.

There was a lengthy discussion on teacher use of test scores. Some believed that teachers feel the compulsion to make decisions based on the results of standardized measuring instruments. It was recommended that teachers withhold judgments with reference to pupil potential and refrain from permanently placing pupils in particular ability groupings. There was general agreement that teacher opinion was more acceptable than test scores. Systematic observations of children at Junior High School 43, Manhattan, proved as important as combinations of test data in the final selection of pupils who should be rated for post-high-school education. There was general agreement that systematic teacher observations and judgments are necessary along with other testing methods.

There was criticism of the teacher who is influenced by standardized test scores in giving grades for achievement. It was felt that teachers need to be educated in how to use and interpret tests.

One interesting point of view was that there should be less testing to help integration. It was argued that in view of the lack of evidence that homogeneous grouping helps achievement we may as well give up testing for classification purposes. There was discussion of the problems in proper placement in receiving schools of pupils participating in the open-enrollment program.

Recommendations

1. Improved techniques of teacher observation should be emphasized and supplemented by tests of achievement, intelligence, and attitudes at all school levels.
2. School personnel should be trained in testing techniques, especially in observational and attitudinal devices.
3. School personnel should be aided in interpreting and using test results through both in-service and pre-service programs.
4. There is a need to design measures of the attitudinal changes in pupils in receiving schools in the open-enrollment program.

Questions Raised for Further Discussion

1. Is it possible to construct a test for children from disadvantaged areas so that predictions of potential and future success are reliable?

2. What characteristics of the deprived child handicap him in testing?
3. Should differential standards be devised for the deprived child which would be used to determine admission to special programs? If so, of what types?

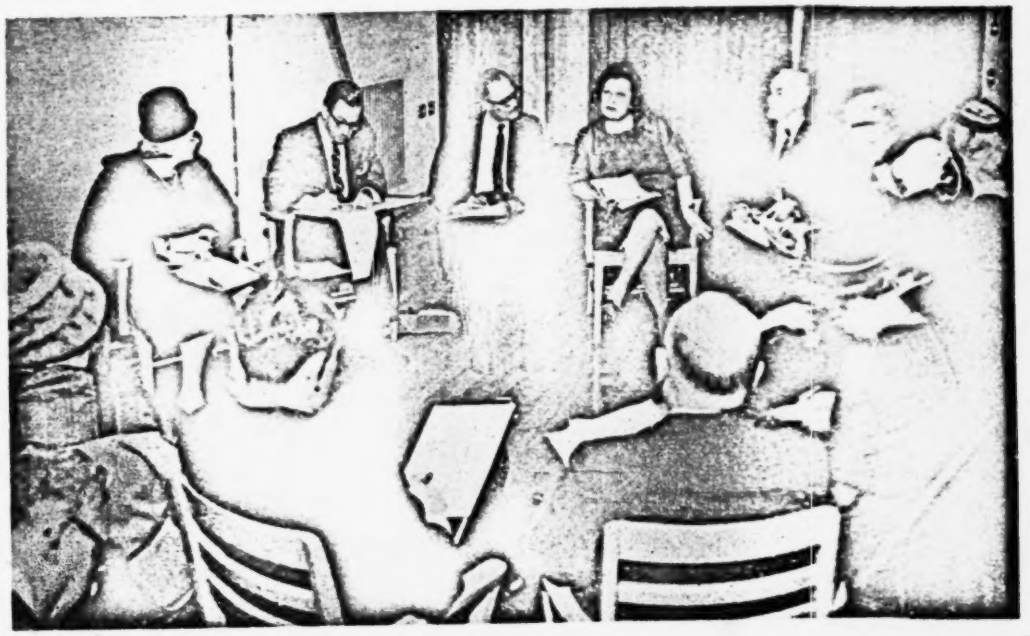
TOPIC 4: Improving Teaching and Learning About Minority Groups Through Curriculum Changes

Group A

DISCUSSION LEADER: Carmella Nesi, *Assistant Superintendent, Districts 23, 24*

RESOURCE PERSON: Frederick H. Williams, *Director, Human Relations Unit*

RECORDER: Eugene J. Erdos, *Supervisor, Bureau of Audio-Visual Instruction*



Considerable emphasis was placed on the role of teachers, principals, assistant principals, parents, and the community in meeting the problem of integration and the development of curriculum materials.

Primary emphasis was placed on the need for educating the teacher. The teacher, faced with the problem of changing his attitudes towards minority groups, must then learn enough about how curriculum materials must be modified to meet minority-group problems. In like manner, principals, assistant principals, and other supervisors must make similar changes in thinking to lead the way and support teachers in making these new adjustments. Readings to deepen understanding of minorities, training in group dynamics, exploration of the problems of minority groups, and reconstruction of teacher attitudes and misconceptions should en-

able teachers to lead from strength in meeting and living with problems posed by the disadvantaged child.

Committees should develop curriculum materials for the disadvantaged child. Attention must be given to gathering existing materials, writing new materials, using audio-visual materials to aid both teacher and pupil in changing attitudes and increasing knowledge–in short, to implementing all procedures with the best techniques learned through experience.

Teachers and pupils must develop empathy, a sensitivity towards the difficulties of others. In this way we can understand why a word or act is offensive to another person or group.

How can this attitude, this understanding, be reflected in the curriculum materials teachers have at hand? In the methods of teaching used by teachers? The leadership must come from principals, assistant principals, community coordinators, curriculum revision committees, and teachers in the classroom.

RECOMMENDATIONS WITH REGARD TO CURRICULUM PLANNING

1. Prepare a curriculum for an integrated society.
2. Develop a "crash" curriculum for the disadvantaged child beginning at age four.
3. Through the curriculum, make a youngster aware of his privileges and responsibilities in the primary grades. Do not wait for him to reach the secondary level.
4. Show the heritage of all peoples and their contributions to our democracy.
5. Organize material in the curriculum so that pupils and teachers will develop insights and understandings concerning the democratic process.
6. Emphasize human relations and use the subjects in the curriculum to enlarge the experiences of children in everyday living and in getting along with one another.
7. Use all available audio-visual media to implement the curriculum.

RECOMMENDATIONS WITH REGARD TO RELATED ASPECTS OF INTEGRATION

1. There is an expressed need for teacher training in group dynamics.
2. A change in attitude on the part of teachers is required. Special attention must be given to this matter.
3. The disadvantaged child and his self-image must be carefully understood by the teacher.

4. We must correct our level of expectation for our disadvantaged children.
5. Pilot programs and community activities should be established to develop understandings of pupil and community problems.
6. The educational staff should not be swayed by the drive of "action" committees.

QUESTIONS RAISED FOR FURTHER DISCUSSION

1. How can the point of view of curriculum makers be changed?
2. How can we best make use of the potential of people with different backgrounds and training?
3. Can we have a group of curriculum revisionists working on the problem of curriculum construction for the disadvantaged child, continuously?
4. What resources do we have to develop materials and techniques in support of teaching so that integration can become an achievable fact?

Group B

DISCUSSION LEADER: Morton H. Lewittes, *Curriculum Coordinator, High Schools, Bureau of Curriculum Research*

RESOURCE PERSON: Margaret S. Douglas, *Assistant Superintendent, Districts 43, 44*

RECORDER: Esther Kramer, *Assistant Director, Bureau of Libraries*

GUIDING QUESTIONS

1. Do you agree with the emphasis of the keynote speaker?
2. How can human resources be tapped in projecting a better image of minority groups?
3. Is the curriculum adequate for teaching about minority groups?
4. What changes would you suggest in the curriculum to improve teaching about minority groups?

In general, the group felt that the keynote speech was excellent. There was agreement with what was said and the use of the word integration, meaning "to make whole." The group agreed with the speaker that we must first learn before we can teach. We cannot give what we don't possess. The group also reacted warmly to the idea of experimentation as presented by the speaker. They felt, however, that in the sug-

gestions for integration several areas were omitted, such as the church, the home, the community. It was felt that the speech was strong and forceful and should be distributed to every teacher for discussion at faculty conferences.

The use of the IQ as a basis for determining the placement of children was deplored. The question was raised whether in the junior high school program in foreign language and mathematics the IQ served to keep children out of these areas. For example, would a child with a low IQ be kept from studying a foreign language and algebra? A representative of the Junior High School Division explained that placement is not based on IQ but on grades. It could be lack of ability in English that would keep a youngster out of these programs.

It was also pointed out that the mass use of IQ tests is on the way out. The Educational Testing Service is working on something new. The placement of pupils in special areas, such as the special progress classes, would be based on a battery of tests of achievement. It has been found that of the children who have the required IQ for special classes in the junior high schools at least fifty per cent do not maintain a high average in all subjects. The question was raised whether the achievement test would not be the same as the IQ test if it is used to estimate what the child can do.

The group felt the curriculum is not adequate because implementation of the course of study is not spelled out. As a basis for changes we should take a new look at our curriculum bulletins.

The average white child sees the Negro only as a domestic. The nonwhite child sees no Negro child in his textbooks. To overcome this, the teacher should focus attention on the important nonwhite people in the community around the school. For example, if there is a Negro policeman in the neighborhood have him come into the class or the school. Invite successful Negro people on all levels, even a parent, to dispel the misconceptions that exist.

It was suggested that human relations courses be required of teachers so they can understand people of other ethnic groups. Such courses would also help establish the proper attitudes while the teacher is still in training in the colleges. This suggestion was disputed on the ground that attitudes are formed when the child is very young. A human relations course, however, might help to change wrong attitudes.

A member of the group, who had worked with youth groups as a social worker, felt that teachers don't understand juvenile delinquency because they don't know enough about the mores of special groups and therefore cannot be of much assistance in coping with juvenile delinquency. Perhaps our appointment policies should be reviewed, so that a new teacher who faces adjustment problems would not be assigned to a school where she is overwhelmed by the difficulties existing in special service schools.

There was a suggestion that a human relations course of study for grades K-12 be developed and be taught just as we teach social studies. This course of study would be set up by sociologists and other specialists. It could be done as an experiment, similar to the geography experiment conducted in the Junior High School Division. In that experiment it was found that programs developed after pupils, teachers, and superintendents visited the exhibits, Negro children were able to relate to the African exhibit, Chinese children to the Chinese exhibit. The objection to this suggested course of study was that it would be an arbitrary and artificial treatment of human relations.

The group concluded that if existing curriculum areas were properly covered no special course for pupils in human relations would be needed. Science has exploded the theory of racial superiority. The only way to learn good human relations is to live them.

Recommendations With Regard to Curriculum Planning

1. Reexamine the curriculum bulletins to see whether minority group

contributions are included in sufficient detail to be meaningful. Labeling the ethnic origin of each person in history is *not* recommended.
2. Human relations should be a part of every subject.
3. Bibliographies are needed on human relations and on all minorities.
4. Pupil material is needed in literature to give a fairer picture of minority groups. Pupil pamphlets similar to *Live Stories* would be helpful.
5. In geography more specifics are needed in the areas of Africa, Israel, Puerto Rico.
6. In American history greater attention should be given to the immigrant and his contributions to the building of America and also to the contributions of the Negro and Puerto Rican.
7. In world history not enough attention is given to the Jews, especially to the Nazi persecution of the Jews.
8. In the field of literature on all levels, fair, full, and frank reflection of the status of the Negro and Puerto Rican in our society is lacking.
9. In the field of science the student should be made aware of the refusal of science to support any theory of race superiority.

RECOMMENDATIONS WITH REGARD TO RELATED ASPECTS OF INTEGRATION

1. Use of church, home, and community as resources, e.g., introducing outstanding Negro people from the community to classes on all levels.
2. IQ not to be used as a basis for admitting students into special programs, e.g., mathematics and foreign language programs in the junior high schools.
3. TV in-service courses in the area of human relations.
4. Workshops for teachers on all levels to improve attitudes and understanding of minority groups and to exchange successful experiences.
5. Integrated classrooms so children get to understand minority groups on their own level.
6. Development of social relations and intervisitation with Negroes and Puerto Ricans in order to get to know minority groups on a social level.
7. More effective use of assembly programs and extracurricular activities to further understanding of minority groups.
8. Acceptance of cultural pluralism as a philosophy rather than the "melting pot" attitude.

QUESTIONS RAISED FOR FURTHER DISCUSSION

1. Which techniques can be used to help prepare children in receiving schools so that students in the open-enrollment plan will be readily accepted?
2. Should there be a change in present appointment policies whereby new teachers are often appointed to schools having problems with which they have had no previous experience?
3. Should a separate course of study in human relations be established?
4. Should there be elective student courses on minority groups (Negro in America, Jewish history, etc.)?
5. Should teachers be required to take a course in human relations?
6. Should the IQ be disregarded in the placing of pupils in special programs?

Group C

DISCUSSION LEADER: Henry T. Hillson, *Principal, George Washington High School*

RESOURCE PERSON: Elizabeth O'Daly, *Assistant Superintendent, Districts 32, 33, 34*

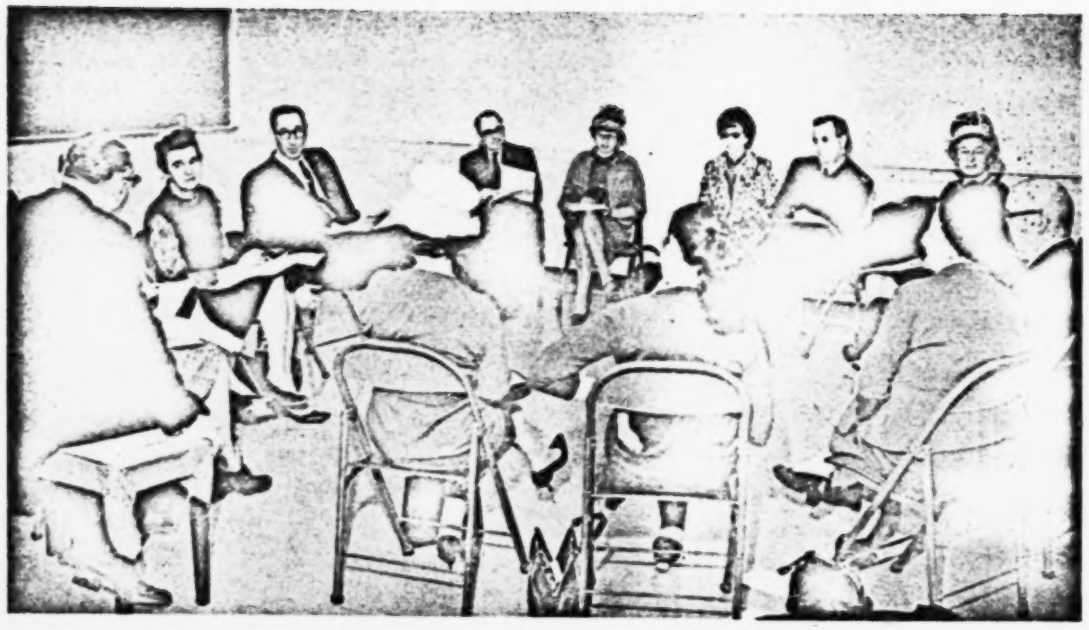
RECORDER: Edythe Kahn, *Editorial Assistant, Curriculum and Materials, Bureau of Curriculum Research*

There is a need to make changes in the curriculum, not because of expediency or pressures, but because it is good for learning and for the curriculum. We should think in terms of perspective. We must consider what is good over a period of time, not only what is good today.

Today's curriculum has much that is good in it. However, a reevaluation may be needed. In considering curriculum changes, we must keep our aspirations up. Middle-class values and standards, such as honesty and hard work, are important. Economic values also are important.

The teacher's goals are not basically different from the parents' goals. They both want what is good for the child. We should consider how and where we can make teaching better—in which specific area or subject. Improved textbooks are needed.

We must reach the child we teach in order to help him find himself. We should include specific information about minority groups. However, in teaching specific facts about such groups, is there a danger of overidentification of the child with what we teach? How do you identify the youngster of a minority group without making him sensitive or arousing his resentment?



It is important to study the "whole" of a minority group, not only its accomplishments, for there may be only a few scientists, writers, etc., in the group. Cultural pluralism is our philosophy. Singling out a group makes its members self-conscious. We should place the study of one group in its proper perspective, include it in the study of all minority groups. Textbooks should reflect this; teachers' methods should; the teacher's relation to the class should.

Standards of some minority groups are different from ours. For example, the lack of authoritarianism in schools is not understood by Puerto Rican and Latin-American parents. We therefore should know the standards of minority groups. Middle-class values, however, are the touchstone in developing the curriculum.

Groups are not monolithic. We must learn more about all groups in order to become better teachers. We must be aware of and reflect the fact that all groups are Americans. We must show the errors in all stereotypes—white, Negro, and Puerto Rican.

We should be intellectually honest in presenting the contributions of minorities to the development of American ideals. Specific books on the contributions of minorities might be resource books. We can, for example in world history, let the minority group identify with various world cultures. We should not stress the specific contributions of each group.

A question was raised as to whether we will be aided toward our goals if we include in the curriculum community and home responsibilities of minority groups and the need for self-help. In order to increase our understanding of minority groups, we need to know something about the home life of these groups. Home visits might help us achieve this objective.

Recommendations With Regard to Curriculum Planning

1. Changes should not be made because of expediency or pressures.
2. The curriculum should be based on middle-class values.
3. Intellectual honesty is essential in presenting the contributions of minority groups.

Recommendations With Regard to Related Aspects of Integration

1. Expand community service.
2. Improve textbooks.
3. Consider visits to pupils' homes to increase understanding of minority groups.

Questions Raised for Further Discussion

1. Where can we make teaching better: in what area, subject, or grade?
2. In teaching about minority groups, is there a danger of an over-identification of the pupil with what you are teaching?
3. Should we include in the curriculum community and home responsibilities of minority groups and the need for self-help?

TOPIC 5: Achieving Effective Instructional Materials for Teaching About Minority Groups

Group A

DISCUSSION LEADER: Helen R. Sattley, *Director, Bureau of Libraries*
RESOURCE PERSON: Maurice Wollin, *Assistant Superintendent, Districts 53, 54*
RECORDER: Samuel Malkin, *Supervisor, Bureau of Audio-Visual Instruction*

GUIDING QUESTIONS

1. What instructional materials can be used with minority groups in the city?
2. What are the schools doing to develop materials on minority groups?
3. How can teachers gain a fuller understanding of the problems of minority groups?
4. How can instructional materials be made to reflect American society?
5. What are the criteria for the selection of instructional materials and of recreational reading for children?

Minority groups and their problems have not been sufficiently stressed or understood. Materials used with children should promote an understanding of minority groups and their problems. The problems of the various minority groups in New York City differ considerably, although they do have features in common. Instructional materials should be geared to the needs of each minority group.

It was the feeling of some members of the seminar that textbooks have not treated adequately the problem of minority groups. Many books have given an inaccurate historical account of the contributions of some groups and have failed to include significant major events in their history, for example, the persecution of Jews in Germany, or the treatment of Negroes in the post-Civil War period in this country. Also, it was noted that textbooks that slight one minority group generally tend to slight other minorities. It was agreed that the process of weeding out inadequate textbooks should be started without delay.

It was suggested that the persons involved in the selection of materials include principals, district superintendents, and community leaders, as well as headquarters personnel specifically assigned to this work. In this way, the materials selected would more closely meet the needs of local conditions.

Dr. Loretan's address reminded us that we who teach must first be learners. Many ways in which teachers are learners were mentioned. Television is playing an important role in the in-service training of teachers in teaching minority groups, as exemplified by the program on the instruction of non-English-speaking children and the program concerned with the cultural backgrounds of Latin America. In-service courses, such as the course given on the contributions of the Negro to the life of the community, play an important role in preparing teachers for work with minority groups. District seminars involving prominent leaders of minority groups are also effective in changing attitudes. Libraries with material on minority groups play an important role in influencing attitudes of teachers. In some districts, local colleges are preparing student teachers to work with minority groups, for example, in Project Beacon.

The seminar discussed audio-visual materials and library books as well as textbooks. It was pointed out that audio-visual materials can motivate, challenge, provide background, and present information without frustrating the nonreader. Publications of the Bureau of Audio-Visual Instruction, such as "A-V Resources in Human Relations," provide teachers with excellent materials for teaching.

Library books used to develop individualized reading programs may offer a solution to the reading problems encountered by children of minority groups. The Bureau of Libraries has prepared numerous resource lists specifically designed to guide teachers in selecting books for such children. Firsthand personal biographical experiences such as those in the New York Public Library bibliography, *Books About Negro Life for Children*, and books on the Detroit list, entitled *Human Rights*, develop pride in one's heritage and respect for other cultures. In one district a program being conducted with a local college uses such literature for these purposes. In that district, children are becoming more realistic in their portrayal of minority groups as evidenced by their art and written work.

It was the consensus of the seminar that Dr. Loretan's suggestions were excellent guidelines for a program of instruction for minority groups. Instructional materials should be developed to implement the suggested program.

SPECIFIC RECOMMENDATIONS

1. Inadequate textbooks and other materials should be withdrawn from the approved lists as quickly as possible.
2. Publishers and producers should be informed of the types of textbooks and materials needed.

3. In-service training of teachers should stress teaching minority groups.
4. Children who need additional instruction because of prolonged deprivation should be given such help.
5. Field personnel should be involved in the selection of instructional materials.
6. Resource lists of materials useful in promoting understanding should be developed.

QUESTIONS RAISED FOR FURTHER DISCUSSION

1. What criteria should be used to select instructional materials for minority groups?
2. How can instructional materials be used to relate instruction to local problems?
3. What materials can help children develop pride in the achievement of their own minority group?
4. What materials can help children of one group have respect for the contributions of other groups?

Group B

DISCUSSION LEADER: Edward G. Bernard, *Director, Bureau of Audio-Visual Instruction*

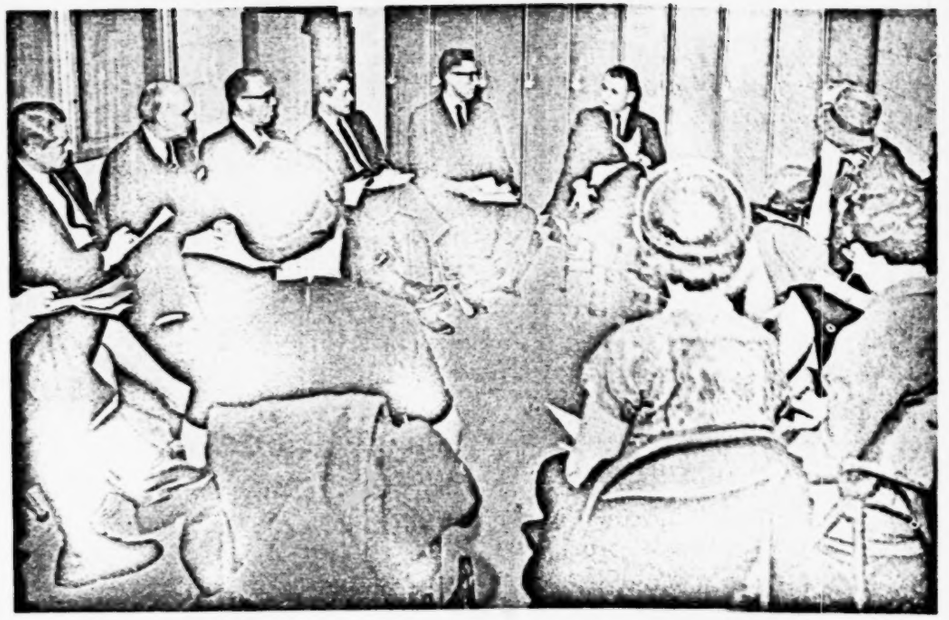
RESOURCE PERSON: Max G. Rubinstein, *Assistant Superintendent, Junior High School Division*

RECORDER: Lillian Shapiro, *Acting Assistant Director, Bureau of Libraries*

In response to the discussion leader's request for reaction to Dr. Loretan's presentation, one group member commented that the address had not placed sufficient emphasis on the fact that the home is extremely important in handling prejudice and bigotry. Discussion developed these views:

1. It is difficult to reach those parents who are most involved in the problem.
2. Parents need guidance so that they can learn to direct their own children.
3. Means must be found to create a better bridge between the school and the home.
4. Materials for parent groups must be developed.

When one participant pointed out that traditional textbooks have



represented a white, Protestant, middle-class family, the discussion turned to the need for texts that more truly show America as it is. Bibliographies directed toward teachers, parents, and children are needed. What is more, some attention in our materials must be directed toward an appreciation of the cultural heritage of minority groups. These materials must be of such a nature as to give the minority group a sense of identity and pride. Negro children in the past have rejected the usual portrayal of the African savage as any part of his own history.

Reference was made by one discussant to the book *New World of Negro Americans* by Harold Isaacs as an excellent title for adults who wish to become better informed on the broad problem. It was further suggested that such means as closed-circuit TV to the parents and simultaneous translation for non-English-speaking parents would help involve parents more directly in the situation.

At this point, one member of the group stated that, while the adult is important in finding solutions, we should place emphasis on what the child needs. Again it was stated that textbooks which show what our society is like *today* are needed. It was suggested that every school library should contain titles that tell about minority groups in a way that would help the majority group to understand their fellow students.

Materials are needed that will interpret the American position on minorities. There should be realistic hero-images, and titles should stress

democratic content and education for citizenship. The group strongly supported an early beginning in training for good citizenship, with emphasis on teaching the Bill of Rights and civil rights as described by Dr. Loretan. It was further pointed out that integration cannot be separated from course content. What is needed is not a separate human relations course but the incorporation of the principle of integration in subject-content areas.

Several times it was reiterated that teachers must be trained along lines that will make them effective teachers in minority-group relationships. More teacher-guide materials are needed. Pre-service and in-service training are important elements in the approach to the problem.

A member of the group volunteered the hope that emphasis would be placed on the humanities and said that art and music can be effective outlets for the expression of self. There is also a greater need to stress the moral aspect of majority-minority relationships.

In the last few moments some mention was made of the need for the finest materials and the very last statement was directed to the physical aspects of the book itself. The child in a disadvantaged area should not receive the discarded text from some other school but the most attractive book obtainable.

Recommendations With Regard to Curriculum Planning

1. Textbooks should represent contemporary society more realistically.
2. Each library should have a basic collection of materials for teaching the contributions of the minority groups to our society.
3. Materials in art and music are needed since these forms of creativity can help promote integration.
4. Integration materials must be an inherent part of the materials in subject areas and not a separate entity.
5. Materials must be above reproach as to scholarship and aims.
6. The physical condition of materials used with the disadvantaged child is important. His books should be beautiful and new.

Recommendations With Regard to Related Aspects of Integration

1. It is vital to reach the parent who "seems to show no interest."
2. More preschool teaching should be considered. Reaching the four-year-old, or even younger child, may be the only way to simulate for the disadvantaged child the home environment he lacks.
3. Cultural activities in which the children participate and to which parents are invited are valuable in contributing to good intergroup relations.
4. Better teacher training is needed to obtain teachers who are skilled in human relations.
5. Materials are needed to interpret the American position on the treatment of minority groups.

Questions Raised for Further Discussion

1. How much responsibility can be left to the home?
2. How can the Board of Education alert teachers to the existence and to the effective use of available materials?
3. How can teachers best learn how to understand and to work with children of minority groups?
4. What are effective means of reaching the community?
5. What materials can be used for the preschool child?

Group C

Discussion Leader: Leo J. Steinlein, *Assistant Administrative Director, Office of Textbooks and Supplies, Division of Curriculum Development*

Resource Person: Edward Scalea, *Assistant Superintendent, Districts 5, 7, 9*

Recorder: Henry Queen, *Supervisor, Bureau of Audio-Visual Instruction*

Guiding Questions

1. Shall historical accuracy or "image-raising" be the primary criterion in evaluating instructional materials? To what extent are they incompatible? How may they best be reconciled?
2. Do we want to encourage a New York City or "Northern" edition of basic textbooks in such areas as social studies?
3. Should the New York City Board of Education write and publish its own text materials as needed?

The group addressed itself to the problem of reconciling "image-raising" with historical accuracy. It was agreed that historical accuracy is the primary criterion for the evaluation of instructional materials. It was pointed out that historical events are so complex that erroneous impressions can be given by selecting nonrepresentative incidents. A case

in point might be a description of the Boston Massacre. History records a Negro victim but standard illustrations do not. It was also mentioned that the owner of Fraunces Tavern was a West Indian Negro. It is a matter of record that impressment of seamen prior to the War of 1812 included Negroes.

The recommendation was made that New York City supply such information to publishers, but it was pointed out that authors working in the area of history would be well aware of the participants in the events they were reporting. It was agreed that if instructional materials are evaluated on the basis of scholarship, the place of minority groups in the development of our country should receive proper attention.

The discussion leader summarized the discussion to this point by stating that if scholarship is stressed we are on solid ground. Books are "white" to sell in certain parts of the country, but white children should know that nonwhites comprise a significant percentage of the population.

It was emphasized that "image-raising" must be accomplished without pointing. Examples were cited in which minority segments of the population were embarrassed by being singled out. A caution was also expressed against the "boomerang" effect of overemphasizing the contribution of a minority group to the extent that it destroys the accuracy of the situation being presented.

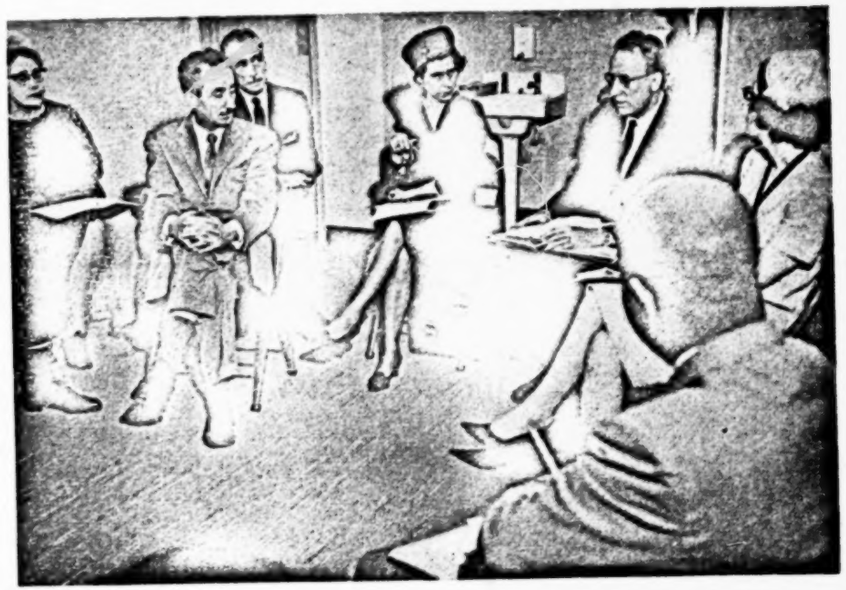
The question was raised regarding suggestions for the content of motion pictures produced by the Board of Education. It was recommended that emphasis be placed on praiseworthy items with which the Negro or member of another minority group can identify himself. The activities of teachers, salespeople, postal workers, transit workers, and the like were suggested as fitting subjects.

The discussion was broadened with the suggestion that teachers belonging to minority groups be assigned to schools enrolling predominately children of the majority groups. This would give the majority groups an opportunity to use a minority person as a "hero-image."

The problem of promoting utilization of instructional materials designed to teach about minority groups was discussed. The suggestion that such materials be circulated under the auspices of guidance people was questioned. A number of participants indicated that the inertia of teachers inhibits their trying new materials and therefore "pushers" are needed. It was recommended that the necessary impetus might be achieved by supplying the schools with kits of appropriate materials and charging the field superintendent with the task of insuring their use. A copy of "A-V Resources in Human Relations" was produced as an example of the approach being used by the Bureau of Audio-Visual Instruction in this area.

The discussion leader asked the group to direct their discussion to the second key question – the desirability of promoting "Northern" editions of social studies textbooks.

The specific question asked was whether or not to accept a "Northern" edition of a standard text, and whether or not to list both editions of such a text on the approved list.



The group agreed that New York City should accept the so-called "Northern" editions, if they also met the standard criteria, on the basis that they reflect more accurately life in our country. It was also stated that on the same basis the standard edition of the publication should be rejected. Some thought was given to the alternative of not accepting the Northern edition on the grounds that a publisher listing two editions was weak in scholarship. It was concluded that such action would not be in consonance with the Board's policy of encouraging production of educational materials to meet the needs of the youngster. It would result in the Northern edition being withdrawn and deprive many metropolitan areas of a chance of having better materials.

The discussion leader requested recommendations as to where to begin in clearing lists of approved materials of inadequate items. Discussion resulted in a recommendation that history materials at the junior

high school level be the first to be reexamined for bias in presentation. The discussion leader indicated that such action had been instituted in 1962 and would be continued. The next area recommended was social studies materials, also at the junior high school level. The panel felt that the junior high school level was particularly important because in many cases this will be the last chance the schools have to reach some of our pupils.

The discussion leader asked the group for their recommendations concerning communicating New York City action to other interested communities. A case in point was the inquiry of another large city as to action taken by New York City on the evaluation of a specific text. The group was of the opinion that such information might well be given if we are to assume our obligation to help other communities improve instruction.

Time limitations prevented the group from discussing the third guiding question. The remaining time was devoted to drawing up the group's recommendations.

RECOMMENDATIONS

1. Instructional materials should be evaluated primarily on the basis of scholarship.
2. Materials that provide "image-raising" should be examined to avoid the pitfall of "pointing" or using unwarranted emphasis to attain their goal.
3. Instructional materials should be developed that will give members of minorities opportunities to identify with praiseworthy actions of contemporaries in ordinary occupations.
4. Teachers who are members of minority groups should be assigned to predominately "white" schools to give them an opportunity of projecting as a "hero-image."
5. Kits of library materials should be organized for use in the schools.
6. Resource lists of audio-visual instruction materials should be prepared for use in the schools.
7. The reevaluation of approved items in history should be undertaken for the purpose of weeding out those items that ignore the contribution of minorities to our culture.
8. A similar program of reevaluation in the area of social studies should be instituted as soon as practicable.
9. The action of New York City in these matters should be communicated to other cities for their information and guidance.

Topic 6: Meeting the Curriculum Needs of Continuity and Responsiveness for Our Mobile Population

Group A

DISCUSSION LEADER: Morris C. Finkel, *Assistant Superintendent, Districts 6, 8*

RESOURCE PERSON: Arthur Clinton, *Director, Bureau of Attendance*

RECORDER: Lillian M. Gillers, *Curriculum Specialist, Foreign Languages, Bureau of Curriculum Research*

GUIDING QUESTIONS

1. How extensive is pupil transiency (or pupil mobility) in our elementary and junior high schools?
2. Does high turnover in pupil enrollment influence academic achievement and pupil adjustment?
3. What steps have already been taken by the Board of Education to reduce mobility and to offset educational losses sustained by this mobility?

Reference was made to Dr. Loretan's statement that we are committed to an acceleration of our plans to promote ethnic integration wherever possible. It was pointed out that in spite of the fact that this commitment has always been part of our educational philosophy, it is essential that it continue to be stressed by staff members. An important and often overlooked obstacle to carrying out this commitment, however, is the mobility and lack of stability of the school population.

Dr. Loretan's comment about the importance of the "look on the teacher's face" led to a discussion of the effect of the teacher's attitude on the self-image of the child and also to the problem of teacher training. What makes a good teacher? Would a teacher who is good in Forest Hills also be good in Harlem? Is rotation the answer or are we better off keeping the Forest Hills teacher in Forest Hills? How can we reach the teacher who has no understanding of the Negro and Puerto Rican child?

It was agreed that all teachers should not only be carefully selected, but also exposed to a continuous training program. The role of the teacher-training institution was discussed, and it was pointed out that attitudes usually are not derived from traditional course work. More can be learned from working in or with social agencies, such as Mobilization for Youth, than from any course in content or method.

Referring to Dr. Loretan's suggestion that the Bill of Rights be taught from the first day a child enters school, it was emphasized that the Bill of Rights must be "lived" in every classroom every day from the first day a child enters school. Each child must learn that civil rights mean civil rights of others as well as his own. It was suggested that the special days and special weeks be abolished, e.g., Negro History Week, Bill of Rights Week, etc.

With reference to Dr. Loretan's suggestion that children from culturally deprived areas be admitted to school at an earlier age, it was pointed out that to further integration it would be wise to have *all* children exposed to school influence at an early age. To offer this opportunity to underprivileged only would be to set them apart once again.

The discussion leader led the group in considering the assigned topic by presenting an overview of the situation and recommendations for concrete action, contained in a work paper presented for the group's reaction. The recommendations in the work paper were discussed and approved by the group.

With reference to the pupil's right to remain in his school after changing residence, it was suggested that parents be given a circular written in both Spanish and English detailing the pupil's rights and privileges in this situation.

Recommendations With Regard to Curriculum Planning

Members of the panel agreed that the recommendations with regard to curriculum planning are in Dr. Loretan's presentation and are applicable to all students.

Recommendations With Regard to Related Aspects of Integration

1. Use of the experimental reading card for pupils with serious reading disabilities and for new entrants from high transiency families.
2. Emphasis on guidance programs.
3. Need for teacher and supervisory training.
4. Time for in-service training.

Question Raised for Further Discussion

What is the effect of the open enrollment and free choice transfer plans on continuity of instruction?

Group B

Discussion Leader:	Jacob Zack, *Acting Assistant Superintendent, High School Division*
Resource Person:	Francis Turner, *Assistant Superintendent, Central Zoning Unit*
Recorder:	Abraham M. Finkelstein, *Curriculum Coordinator, Vocational High Schools, Bureau of Curriculum Research*

The basic theme which held throughout the meeting dealt with the massiveness of the question and the near impossibility of reaching some sort of solution in the short time given.

A number of examples of 100 per cent pupil turnover were cited. The tremendous diversity of the school population adds to the difficulties.

The French educational policy of curriculum standardization was cited as one of the ways used to eliminate learning problems associated with a high degree of pupil mobility. Although this system was not subscribed to by the group, a need was expressed for simplification and greater standardization of records and record-keeping. This would help the new school to know more about the mobile pupil. Items such as reading scores, examination results, and short, concise summaries of family and/or school problems also should be included.

It was ironic that, in part, urban renewal, one of the important measures that lessen the cultural deprivation of Negroes and Puerto Ricans, has been the cause of much mobility. Other factors in the problem are that the mobile child takes time to adjust to the new situation, that he loses the continuity of the learning process, and, even more serious, that he loses the continuity of his out-of-school life as well. The situation would be bad enough were the child to move with his family. All too often, however, this is not the case because he changes his family milieu as well.

A point was raised dealing with the possibility of a less direct approach, in that methods might be found to help make the child feel at home in ways other than fixing or standardizing the curriculum. The phrase "feel at home" was recorded probably more often than any other.

Suggestions with regard to "feeling at home" included:

1. A note from the old teacher to the new, sent both with the pupil and by mail to make sure of receipt. The note should have a positively worded, cheery connection with the former school and class.

2. A mimeographed note of information and instructions from the sending school to the parents, covering briefly the work done in class and an indication of what to expect in making the transition to the new school.
3. Efforts to discourage the shifting of children in the middle of the year. What with inter-area bussing of one kind or other and with transportation cards being available, keeping a child in school to the end of the school year doesn't seem to create a hardship.
4. Some simple method of counseling before and after moving. The child (and the parents) might know more about what they might expect.
5. The preparation of a guide to teachers to describe basic, commonly acceptable methods of helping young children overcome the trauma of mobility. Successful methods used by "hospitality committees" would also be included. This could help improve the attitudes of the receiving groups.
6. Bilingual letters of welcome to school, in English and Spanish, prepared and sent out by the school to all incoming parents. Even information about "little" things such as the location of the cafeteria, offices, and washrooms would perform a service.

The curriculum was deemed to be too changeable for standardization throughout the city. Content needed in one area was not necessarily similar to that required in another. Nevertheless, even though the specifics might not be easily categorized, it was felt that an attractive physical, intellectual, and emotional learning climate might conceivably help the mobile child.

That part of the discussion dealing with the responsiveness of the mobile pupil concerned itself with the motivation to learn. There would be no limit to what the pupil could do if he had a motive and a hope. The mobile child was often deemed to be different and his needs are also different. Underneath it all, however, he is still a child.

The thought was expressed that the development of motivation should begin at an early age, perhaps earlier than at present. Because of the deficiencies in cultural background often suffered by the mobile child, he should be provided with externally supplied assistance by the schools as soon as he is able to benefit from the experience.

Group C

DISCUSSION LEADER: Maurice U. Ames, *Assistant Superintendent, District 19, 20*

RESOURCE PERSON: Mary E. Meade, *Assistant Superintendent, High School Division*

RECORDER: Irving S. Cohen, *Curriculum Specialist, Social Studies, Bureau of Curriculum Research*

GUIDING QUESTIONS

1. How mobile is our pupil population?
2. How mobile is our teaching staff?
3. What are some of the current activities that meet the curriculum needs of continuity and responsiveness of our mobile population?
4. What can be done?

The discussion leader distributed a mimeographed work paper and used it as a basis for discussion.

The discussion leader pointed out that marked pupil mobility influenced adversely the achievement of both mobile and nonmobile students. He explained how figures on transiency are calculated and presented statistics on transiency for the elementary and junior high schools in Manhattan, the Bronx, and the city as a whole. Pupil mobility is highest in the special service school areas of the city and decreases somewhat at the junior and senior high school levels.

Teacher mobility or transiency is also highest in the special service school areas of the city. Teachers frequently request transfers from urban to suburban schools, and this contributes to the transiency problem. In addition, marriages and maternity leaves increase the mobility rate among women teachers in the elementary and junior high schools. The present policy of appointing beginning teachers to schools with many vacancies has produced inexperienced, unstable staffs. Another problem is the large number of teachers who decline appointments to schools in special service areas.

Both teacher and pupil mobility bear directly upon the quality of teaching and learning in schools situated in the inner city, and both must therefore be considered in any effort to improve curriculum and promote ethnic integration.

The resource person indicated that there is a surplus of teachers in most high school subject areas (except girls' health education and mathe-

matics). Nevertheless, there is a problem in staffing the Manhattan high schools since many teachers live in the suburbs. The resource person stated that popular categorizations of "good" or "bad" schools were seldom based on fact, and that in many of the so-called "bad" schools a noteworthy amount of effective, exciting teaching may be seen. She believes there is a need to create a better public image of teaching, particularly in connection with teaching slower, culturally deprived students.

With regard to pupil mobility, the resource person indicated that high school students who moved out of the school district could complete the semester before transferring, provided they lived within forty-five minutes' traveling time from the school. A reduction in transfers would result from informing parents of this policy.

It was pointed out during the course of the discussion that improvements in the permanent record card will reduce some of the educational hazards of transiency.

Recommendations With Regard to Curriculum Planning

1. Children attending special service schools should be given a more demanding program.
2. Curriculum materials need to be developed for the afterschool tutorial program.
3. There should be a summer school program available to students in special service schools, and appropriate curriculum materials should be developed for this program.
4. Plans should be made to increase the use of mass media as teaching tools.
5. More emphasis should be given to the use of a wide and appropriate variety of instructional materials and methodology (audio-visual programs; trips; panel-forum discussions; charts; bulletin board construction; pupil-teacher planning; evaluation).
6. Curriculum materials should increase teacher awareness of their obligation, as prime example-setters, to demonstrate in their daily classroom living those values they esteem, such as respect for the worth of each individual and his rights, respect for excellence, and self-discipline.
7. Teachers should be better acquainted with the practices which have proven effective in helping newcomers feel at home in the new classroom, and which will encourage pupils to develop a sense of responsibility toward the newcomers.
8. Curriculum committees in the school and district should propose for study and action problems related to the needs of the schools. The committees would have such goals as: (a) implementing new bulletins; (b) utilizing various teaching materials; (c) providing in-service assistance; (d) improving teacher-pupil relationships; (e) developing methods specific to different curriculum areas; and (f) developing curriculum materials that reflect the experiences of minority-group children.

Recommendations With Regard to Related Aspects of Integration

1. Special efforts should be made to give the public a better image of teaching.
2. Special efforts are also needed to acquaint teachers with the professional advantages to be gained from working with underachievers and culturally deprived students.
3. Parents should be acquainted with policies relating to the transfer of students, particularly with those policies which permit students to remain in their schools after moving.
4. No additional specialized high schools should be created.
5. Student teachers should be trained in both special service and regular schools.
6. There is a need for pilot programs in which new teachers intern under the supervision of experienced teachers and supervisors.
7. There is a need for continuity in the supervision of teachers, particularly in the special service schools.
8. Since mobile students lose out in health aids through moving, special care should be exercised in providing them with such services after they have moved.
9. Junior Guidance arrangements and other efforts should be undertaken to keep classes small.
10. Additional positions should be allocated to aid students who need special help.
11. The Board of Examiners should ease its accent requirements so as not to exclude applicants with Southern accents.

Questions Raised for Further Discussion

1. How can we hold our white middle-class students in neighborhoods undergoing change?
2. Why are certain schools more successful than others in holding students? What factors are involved in school holding power?
3. Can more special experimental schools, similar to the one under

construction near the World's Fair, be introduced throughout the city?

4. Should the old teacher-in-training program be reevaluated for current use?
5. Should new, inexperienced teachers be appointed to difficult schools? Should new teachers work together with experienced teachers for six months or more before being given their own classes?
6. Should there be forced rotation of teachers?

Topic 7: Involving the Community in Planning Curriculum Goals

Group A

DISCUSSION LEADER: Rose Shapiro, *Member, Board of Education*

RESOURCE PERSON: Edna V. Crowley, *Assistant Superintendent, Districts 29, 30, 31*

RECORDER: Albert Alexander, *Executive Secretary, New York City Council on Economic Education*

The discussion leader requested comments concerning Dr. Loretan's address. Members present were most enthusiastic in praising his speech, regarding it as "excellent," "outstanding," and "pace-setting."

The first speaker set the tone for a good deal of the discussion by accentuating aspects of the curriculum "not in the book." Grouping according to reading ability, she continued, often unwittingly leads to segregation, and therefore grouping practices and the attitude of the individual teacher toward the resultant groups merits reexamination.

Another speaker stressed the need for student identification with leaders of the community. Teachers should become aware of these leaders and of resource people available in their areas. This theme was picked up by a number of participants. Since the teacher in reality makes the

curriculum, said one discussant, why shouldn't the pupil's father be utilized as an early hero? The teacher, too, needed upgrading in the hierarchy of values. In this connection, the gentleman speaking wondered why teachers in Harlem or Bedford-Stuyvesant who were doing excellent jobs were never cited by the Board of Education or by field superintendents for their fine work.

On the question of using community resources, the discussion leader saw considerable progress. During World War II, she said, principals began calling upon PTA members for their knowledge of the community. Now principals are actively seeking community involvement and this represents real progress.

Some people suggested that the school maintain lists of distinguished people in the community. Others pointed out that such practices already exist but that perhaps some districts needed to be informed of them.

"The community is always involved in curriculum" was one speaker's way of summing up this phase of the discussion. Taxpayer groups and special interests have always been with us. Now they have been augmented by pressures for more and speedier integration. Referring to another area, the speaker added that more realistic training for teachers is needed than that presently provided by teacher-training institutions.

Considerable interest was expressed in John Hope Franklin's remarks as emphasized in Dr. Loretan's address. "Teachers must be learners" was the springboard for additional observations that "man is improvable," that "we can't teach what we don't believe," and that we must improve the "human use of human beings."

Not a few of the participants favored mandated human relations in-service courses for all teachers, and indeed, some argued, for all administrators. Human relations courses are now required on a twice-a-week basis for personnel in the Boston schools. Mention was made that workshops in human relations were contemplated for each school district. One speaker was skeptical whether the curriculum alone could solve the integration problem, in view of the obviously greater impact of society upon the schools.

Some rethinking about teachers' problems was also urged. Teachers' abilities, it was insisted, are nearly always equated with the handling of bright students. Conversely, the teacher's image usually suffers in cases where difficult classes are involved. Inexperienced teachers too frequently constitute a large proportion of teachers assigned to difficult areas. Moreover, the language barrier encountered in the case of some minorities complicates the teacher's job.

RECOMMENDATIONS WITH REGARD TO RELATED ASPECTS OF INTEGRATION

1. Make the school staff aware of local talents and resources.
2. Review teacher assignments to difficult schools.
3. Show appreciation of the services of teachers and administrators serving in difficult schools.
4. Set up human relations courses and workshops for educational personnel in all areas.
5. Establish more active school cooperation with the PTA and local school boards. Schools should take the initiative in seeking their help.

Group B

DISCUSSION LEADER: Maurice Mehlman, *Assistant Superintendent, Districts 25, 27*

RESOURCE PERSON: David A. Abramson, *Assistant Director, Bureau of Curriculum Research*

R[illegible]ORDER: Helen M. Shubik, *Research Teacher, Bureau of Curriculum Research*

GUIDING QUESTIONS

1. Who are the responsible members of the community? What sources are available to help us locate and identify them?
2. To what extent are community representatives involved in curriculum planning?
3. What should be the extent of responsibility of the principal, his staff, parents, and agencies? How can these limits be best communicated to all involved? How may such involvement help or deter curriculum development?
4. Do the goals of the community and the schools differ?
5. What should be the role of the supervisor in familiarizing the community with social change and its effect on the school and the curriculum?
6. What local-, city-, or state-prepared materials concerning the school curriculum should be distributed to the community to develop an awareness and understanding of school programs?

REACTIONS TO DR. LORETAN'S ADDRESS

1. We ought to stress *community* people as leaders rather than remote and abstract people.
2. The increasing role of early childhood education was recognized and

approved. Parents are more likely to support a program when it involves children at this early age.

3. There was objection to the use of the term "crash curriculum" as applied to the needs of disadvantaged children in the early grades of school. The underlying philosophy of the proposal is sound and should apply always, not just now as if it were merely a stopgap.

Summary of Discussion

1. The group was concerned about the definition and extent of the community that affects a child. It appears to be not just a physical area, but rather an ever-widening set of people, places, and happenings. Occurrences in far-off places really affect certain areas deeply, and these events must be dealt with.
2. Education may tend to bring in too much of the world and should concentrate more on the community. Children react to world problems in terms of home and personal environment.
3. The contribution of all-day neighborhood schools was discussed as was the role of career guidance.
4. Educational leaders should involve community leaders in curriculum planning. The approach to such planning is a problem. How can we do it?

Recommendations With Regard to Curriculum Planning

1. Set up advisory boards (independent of existing organizations) to make curriculum recommendations in districts.
2. Place more emphasis on the community rather than the world.
3. Find community leaders who can give children worthwhile experiences.
4. The teacher in many cases is a good guide as to what is needed. Train and alert her to the potentials in her area.
5. The child should know many communities.
6. Establish a more coordinated program for communicating information to and from parents and community to curriculum makers.

Recommendations With Regard to Related Aspects of Integration

1. Identify grass-roots leaders and work with them.
2. Encourage the community itself to help the teacher to understand it better.
3. Eliminate one-sided, stereotyped books.

Questions Raised for Further Discussion

1. What is a community? We live in a variety of communities independent of physical neighborhoods.
2. How extensive is the "community" that is concerned with curriculum: local? national? international?
3. What criteria can we use to measure or evaluate the weight of what is said by the community?
4. To what degree should curriculum writers heed the voice of the community so that they can write realistically?
5. Is decentralization the answer to better awareness of community needs?
6. How can we evoke leadership and suggestions from a community that is not vocal?
7. Have we fully explored the role of parents in curriculum planning? What avenues can be used to encourage them to offer suggestions?
8. How can we feed back suggestions of knowledgeable parents to curriculum makers?

Group C

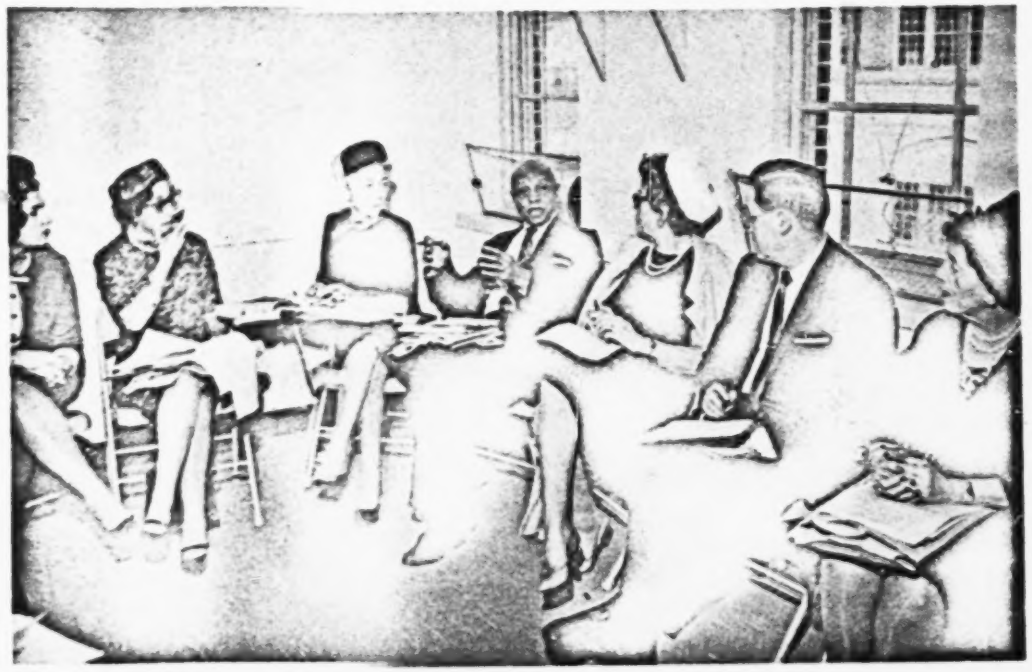
Discussion Leader:	Florence S. Becker, *Assistant Superintendent, Districts 1, 2, 3, 4*
Resource Person:	James E. Allen, *School-Community Coordinator, Districts 12, 13, 14*
Recorder:	Frances Moskowitz, *Teacher Assigned, Bureau of Curriculum Research*

Guiding Questions

1. Are school authorities prepared to consider, accept, and use goals advanced by the community?
2. Can the professional educator legally and morally relinquish responsibility for decision-making?
3. Is the educator psychologically able to share decision-making, even assuming that there is legal or moral sanction for doing so?
4. What kinds of sharing in educational decision-making are possible without violating the right of society to hold the educator responsible for the results of the educational enterprise?
5. To what degree does the citizen have a right to participate in the

decisions of public agencies (to be heard, to advise, to assist in clarifying issues, to determine policies by referendum)?

6. To what extent do our current educational goals coincide with those of the lay community?



If children are to begin school at four years of age or earlier, we might consider the possibility of allowing some mothers to attend school with them so that they could learn concepts of citizenship together. This is especially important with language-handicapped children and parents.

We may have to revise our concept of what constitutes a family. Many minority-group families consist only of the mother and children, and to the child, this is his family.

There is no use holding up impossible models for underprivileged children. Showing how people in the community achieved success, in spite of obstacles, is more meaningful and has a greater impact.

In some neighborhoods, there is a great amount of damage done to community property. Perhaps an approach to better citizenship would be to make service in the community a part of the curriculum.

It was stated that lay people are not interested in becoming directly involved in curriculum development. They are concerned, however, that there is no grade-by-grade standardized testing that will measure

progress, for example, in the student's reading ability. It was suggested that in certain difficult neighborhoods, where the parents do not come into school, a monthly or bimonthly report-of-progress card be mailed to the home.

One speaker stated that minority groups have to become acclimatized to American society, and educators should help them in the process. One of our goals is to get away from cleavage in our thinking; whites have to stop thinking of minorities as "they" and vice versa.

Some participants claimed that parents often get a "brush-off" when they want to know about their children's progress in school. They insisted that schools should not sugarcoat this information.

Teachers may have preconceived notions about not expecting too much of minority groups. These children, in many cases, are as capable of achieving as any other children, and we should expect more of them than we do. In the discussion leader's districts, there is an experiment in heterogeneous grouping that may uncover many children in the top or middle groups who would normally have been put in the slow group because of difficulty with English.

Parents are inclined to blame the system or teacher for their children's inability to achieve success in school. Lay people, for the most part, do not understand how the school teaches arithmetic or reading, but they do know that at the end of the term Johnny got 65 when they regard him as bright enough to do much better.

Parents are also questioning why some vocational subjects that are becoming obsolete because of automation are still being taught. As a result, the student is graduated into a trade that has no future.

The Negro and Puerto Rican communities have had little communication with educators. Educators should facilitate communication and encourage parents to come in and talk about the goals they have for their children. However, it was pointed out that some professional people do not want the community to tell them what to do. On the other hand, parents want to *see* improvement. They do not want to infringe on the teacher's area of responsibility, but they do want an indication of the effectiveness of her teaching, and to them it is measured by improvement in their children's progress in school. Although there may be weaknesses in the tutorial program, these will be remedied, and the program itself is a step in the right direction.

School *is* part of the community. The question was asked whether any lack of communication between school and community agencies

might not indicate that educators tolerate community goals but ignore them in practice. It was argued that the Board of Education should establish relationships with the various civic and religious groups in the community and these groups should act as advisers in planning curriculum goals.

Recommendations With Regard to Curriculum Planning

1. Use goals advanced by community agencies.
2. Incorporate service in the community during the school day into the curriculum.
3. Include in teaching materials achievements of members of minority groups.
4. Expand the tutorial program to include many more subjects.
5. Bring vocational high school subjects up to date in line with the impact of automation.

Recommendations With Regard to Related Aspects of Integration

1. Recruit more teachers from the Negro and Puerto Rican communities.
2. After initial orientation, group language-handicapped pupils heterogeneously in order to stimulate them and raise their educational sights.
3. Organize smaller classes to allow for greater individual attention to reading and other problems.
4. Seek more men teachers for elementary and junior high schools to give minority-group children a father figure in their lives.

Questions Raised for Further Discussion

1. Are social changes occurring more rapidly than our educational system's ability to adapt to them?
2. Is consideration being given in curriculum planning to the large percentage of unemployed youth in minority groups?
3. Is school reading material beginning to reflect minority cultures as well as the heritage of majority groups?
4. Can we set up a situation that would isolate those home conditions that stimulate the development of intellectual and social values?

SUMMARY AND COLLOQUY

Dr. William H. Bristow and Jacob H. Shack

Shack: Bill and I will exchange impressions that we gained from visiting the panels and those that we received from reading the discussion highlights reported by the recorders. We hope that we can do justice to the excellent discussions we observed. It is a little too ambitious to try this, but we'll do the best that we can. We have agreed that I will talk about the first group that I visited, and tell you some of the key ideas that emerged, some special recommendations that were made, and the major questions that were raised. Bill will do the same with the groups he visited.

I must tell you that the first remark that I heard was from a member who thinks very, very highly of Dr. Loretan's address. The reactions in the various groups reflected the stimulation derived from the address.

One key idea that emerged from one group was that in depressed areas our city must provide kindergartens for four-year-old children. Here you see a direct reference to what Dr. Loretan said. It was said that instruction must draw heavily on the social experience of the chil-

dren. It was also said that we sometimes fail to take advantage of the experiences children in the depressed areas bring to the classroom.

A specific recommendation emerging from one group is that we need to make a concerted and systematic drive to improve teachers' attitudes toward minority children. At the same time we need a drive to encourage teachers to teach creatively and not to rely too much on set routine, set curriculum and methods. A question was raised as to whether a longer school day would really give minority children a richer and broader education.

Another group seemed to stress that we need improved methods in small group instruction, in programed instruction, more use of audio-visual aids. That also reminds me that in one of the sections it was said that we have knowledge about good approaches to all of these; and we have the curriculum and we have the materials. What we need now is to have time and intelligence to use what we have, at the same time, of course, recognizing the responsibility to improve. I am not going to make any more comments at this time but I am just going to read off some of these recommendations and questions.

- Curriculum must continue to be adapted to individual differences.
- Teachers must understand the ways in which the culture of the different child *is* different.
- What in our curriculum hampers a child in learning to react? How do we get facilities to make any curriculum, present or improved, work? How do we know a child's full potential? (This question came up again and again in various groups.)
- Some of the groups urged as their chief idea that education must be started earlier. We have got to stress nursery and prekindergarten education.
- Parents – more parents – must be involved in education. We must go to the homes, if necessary. We must reemphasize the social aspects of learning. (For example, return to heterogeneous grouping to get the value of broad experience.)
- How does one best teach reading? How does one best make the teaching of civil liberties more meaningful? (This is repeating the question that Dr. Loretan asked us a little earlier.)
- In dealing with the modification of content we should center attention on early efforts to help all children.
- Many groups raised the questions I have mentioned in different form. There was one major question that was frequently asked: How much

can a school compensate for an inadequate background? And how can we encourage the adaptation of the curriculum by the classroom teacher? Bill, I think I am now about halfway through with what I said I was going to do. I think you should take over from here.

BRISTOW: Jack, I visited all the panels I was assigned to but I didn't interrupt them. There are little alcoves in each room. So I stood in each alcove for a few minutes. And you know, I really heard things different from what some of the recorders report. [Laughter.]

The reports I have are very good. I heard a perfectly thrilling discussion about the use of books, and especially for youngsters that are different in ethnic background and interests. I listened to several discussions on instructional materials. Since I couldn't see those talking, I didn't know whether they were black or white. When they were talking they were not talking about black, white, colored, brown, or another color. They were talking about kids. And this is what I liked about their discussions. A child is a child. It seems to me, Jack, that we ought to think back about what we were saying about children and growth and development in the thirties and forties. We lost a little bit of this in the fifties. In the sixties, I hope we are coming back to it.

Now, in this discussion on books, they were talking about what would help children – all children – understand the problems of all kinds of children. They were saying in that group that there are a lot of these books available right now. Many of them are on the New York City list and some may not be on the list because we are sometimes afraid of exposing children to diverse problems and points of view.

I heard considerable discussion in one group about the problem of books that reflect a distorted image of groups and individuals. Some time ago, I suggested that when there was a book that wasn't right that we do not throw it out. That what we do is make an addendum, an erratum, and paste it in. If my suggestion had been followed at that time, we'd be in better shape than we are now, because everybody would then have realized what the difficulty was.

I heard one discussion about the value of creative activities in the use of a multimedia approach. I would hope that we recognize that the creative approach offers help to people in achieving goals that may be very important. I hope that we don't lose some of the things we have gained. The groups I listened in on were good and the discussion was really very stimulating. You should have heard some of it.

SHACK: Here is a direct quote from Group 4B: "Dr. Loretan's speech had such value that it should be reproduced for every teacher;

it should be made the subject of conference discussion." This is exactly what we are hoping to do and very, very soon.

There was only one group that talked about testing. A key idea that emerged there seemed to be that improved techniques of teacher observation should be emphasized and supplemented by the use of achievement and attitude tests. I know that we have been talking about this for years and many of the things that I heard, incidentally, in going around to the various groups, were repetitions of good suggestions in education that we have been hearing for years. Dr. Loretan was telling us that what we really need to do is to have good education for all. Here are some specific recommendations coming from the groups:

- Educate the staff better to use and interpret test results in both preservice and in-service teacher education.
- Train the teachers in the sociological and cultural background of the deprived child, as it relates to testing practice. (There was a very interesting conversation in one group about the emotional effect on the child of knowledge of his achievement level.)
- A question raised was: Is it possible to construct a test for deprived children so that the predictions of future success are reliable? (Remember this question was raised in a group in which there were a great many experts in the field of testing.) Should differential standards be set and applied in working with the deprived child?

BRISTOW: Some groups talked about the problem of mobility. One group said that mobility is a built-in factor in modern life and we are going to have to plan for it and pay for it. The additional task imposed on the schools by mobility has certainly not been adequately recognized in planning or financing. There was discussion that probably we may need more structure for many people, and especially for those on the move.

We need a little better understanding of what we mean by group progress and continuity. It does not necessarily mean fixed sequences. There are places where this would help, although there is much that we do not know about sequences.

And we probably need to make organization clearer in our materials. I heard about some perfectly marvelous things going on in the schools. Harry Passow asked me if I wouldn't get together some more of these things because every curriculum program that we are operating is worth a national billing. But we are so busy doing what we ought to do that we do not do well in reporting. Sometimes we do not take

the time to report or we do not have money to throw the parties or print pretty reports or attend the meetings that might help us in communicating with others. Now maybe we ought to find a way to do that. At least we can do a better job of communicating with each other. Maybe Dr. Loretan is going to help us do that, Jack.

SHACK: Bill, I have trouble with the handwriting of some of these reports. But who am I to complain? I know that there are some very fine ideas in these reports. I worry because I will not be able to share them with this group.

Here is one which says that the curriculum should reflect cultural pluralism, and that the contribution of all minority groups should be included. Here is a special recommendation: Do not overemphasize one minority group to the point of embarrassing the pupils of that group. This highlights something that we have been hearing at the Curriculum Council and other places. Try, says one group, to emphasize the American character as a whole – a "whole" made up of many cultural groups. This thought will probably come out in the projected publication on the contribution of the Negro to American history.

Questions raised by a group were these:

- Are middle-class values really rejected by culturally deprived parents and children?
- How can we include all minority groups in the teaching of American history?
- To what extent should we overstress minority group contributions because this will help certain minorities to achieve self-esteem?

BRISTOW: One top idea for me came from Rose Shapiro's group. Someone said in that group that nonverbal communication may cause quite as much difficulty as verbal communication in dealing with minority problems. I suspect that we need to help ourselves and to help other people know the effect of this nonverbal communication. In one group, it was said that many children have difficulty in relating to members of their families and that the teacher and the school become their most stable anchor points.

You know I am very sorry to see some of the things that we once called play (which was serious work for the child) go out of the classroom. In play, identification became very real to children. I think we ought to see that we do not lose some of these values.

I heard another point raised in Florence Becker's group. You can't depend on children to tell you realistically what goes on in school.

You ask: "What went on today?" They answer: "Nothing." We ought to watch and make sure that children do take home from school something they can report to their parents. I hear reports that lead me to believe that people do not understand what the schools are doing. They take small talk for what goes on. They don't investigate. And, folks, this is pretty serious. I often see difficulty in some schools and classes; but I also see in that same class and school very sound work.

I heard one group discuss community involvement. Now, along with Johanna Hopkins and some other people in this very room, I was one of the original protagonists for community involvement in curriculum development. And we secured much involvement. There is much involvement but it now takes a different form and is a little harder to recognize. I found that I was heavily involved when I related to my children and their school, and I didn't have to help the teachers determine the mathematics curriculum to do this.

I think the present parent workshops are community involvement of a high order. After all, parents want to know what we are doing for their children. We may need to find some new ways, but I don't think that everybody can have a say in everything that is done, and I don't think that they would want it. But I do think there ought to be better ways of informing parents of the things that are going on. This is not easy. Some parents, you know, are primarily concerned with being sure that schools are making up for their own sins and omissions. Nothing short of this will satisfy them and it just can't be done.

SHACK: After everything possible has been done with voluntary and compulsory transferring, et cetera, most children will be found in a local school. What can we do to raise the quality of all schools? Did you hear any discussion of this point?

BRISTOW: What I heard was all on the positive side. I heard groups say that we need to upgrade at points where upgrading is needed. I know that the people here today realize the fact that we are upgrading our teaching materials and the way we handle children – and in areas where we are committed to do so. Nobody that I know here or anywhere else in the United States or abroad accuses New York City of being namby-pamby in its effort to develop educational programs.

In adapting programs to needs, we do have difficulty. Maybe we have not expected enough of some youngsters and we have not realized what they can do. And to the extent to which this is true, we ought to remedy it. But don't downgrade New York City schools

to me or our curriculum work in mathematics, language arts, science, foreign languages, etc., unless you want to have a devil of a fight on your hands. [Applause.] Problems we have. We have need of improvement. But I don't know a single problem we can't solve if we are given the funds and the buildings, and a little sympathetic support from the community.

SHACK: Bill, there was another very interesting point that was raised in Mr. Lubell's group. The sentiment was expressed while I was there that we should look forward to the day when the range in achievement will be the same for both the Negro groups and the white groups – with the realization that we must expect that individual differences will still be there, and that wide differences will still exist.

BRISTOW: But that range, Mr. Shack, is already there. There are some Negro youngsters in New York, and some Puerto Rican youngsters in New York, some Indians, Bedfordites, Stuyvesantites, and Harlemites who are as good as any other youngsters anywhere. There may just not be enough of them. The curve has not moved far enough to the right and we ought to accelerate its movement.

Don't think that I don't believe in special projects and grants, and NDEA and State cooperative projects. We ought to participate in them and pay attention to the results; but as we pay attention to them, do not neglect to pay attention to the experience and advice of New York City teachers, supervisors, researchers, and specialists in handling both small and large situations. "A prophet is without honor in his own country" ought not be true in New York City. I am afraid it is true too often.

Deprivation and difficulty in learning are not unique to Negro and Puerto Rican youngsters. There are many youngsters who are blonds who are having difficulty.

What the people in the integration movement are asking is that we do right for all children and that, in doing this, we give special concern to youngsters who have had a long experience of deprivation which has left many scars. These scars are going to be very hard to eradicate, but we can do much. We know, because everybody in this room lives with some of these scars. We are doing much for them. Our main problem is to get so complete a city-wide program that we do what Bill Jansen and his colleagues asked for in the curriculum program in the 1920's – *to have every child realize his highest potential.* This is what I think this conference is saying to us again.

SHACK: I think this conference is also saying that we need to raise the level of teacher and supervisor competence, and give all of us better insights into human relations. In one of the groups that I visited, there was a heated discussion as to whether or not there should be a new curriculum area established; namely, the curriculum area of human relations. Should there be a course in human relations or should human relations be something that should be present at all times and in all courses? I know that you have had long experience in trying to get human relations into all courses.

In another group, there was some question as to whether the human relations aspect of the courses ought not to be more specifically stated in the courses. That was countered by the feeling that it's there, but we don't take or have time to do it. Dr. Loretan asked that there be more attention to civil liberties and civil rights. One group was disturbed because the demands are so great in reading that we seem unable to do many of the other things that we know should be done.

BRISTOW: I don't think we need another special curriculum area. You see, if I could do anything in New York at the moment, I would do more of what I think you people are doing in the field. I would lend more support to teachers in these very critical times, in their effort to get themselves organized and to help others.

It is no easy task for each of us to get ourselves both morally and intellectually in tune with principles of sound human relations, by word, deed, and attitude. We must exemplify and practice the principles of good education because the principles of good integration are also the principles of good education.

SHACK: I want to say, too, that as I went through the groups I could sense what, in the minds of most people, seemed to be the essence of Dr. Loretan's speech. He was making a plea for a better, superior, deeper teaching of social studies, a stronger emphasis on human relations than we have yet had, and for a concentrated effort to provide optimum experiences and opportunities for *all* children.

BRISTOW: Dr. Loretan was asking that we all join in a deeper commitment to bring to every child in this city the best kind of education for him that can possibly be offered.

SHACK: Well, I think this is a very good note on which to end. And thanks very much, Dr. Loretan, and all of you for your presence this afternoon. We stand adjourned.

INTEGRATION: SELECTED REFERENCES

GENERAL

ALLPORT, GORDON W. *The Nature of Prejudice.* New York: Doubleday, 1958.

BALDWIN, JAMES. *Nobody Knows My Name.* New York: Dial, 1961.

BURCHILL, GEORGE W., ed. *Work Study Programs for Alienated Youth: A Casebook.* Chicago, Ill.: Science Research Associates, 1962.

CALIVER, AMBROSE. *Education of Teachers for Improving Majority-Minority Relationships.* Bulletin 1944, No. 2, U.S. Office of Education. Washington, D.C.: Government Printing Office, 1944.

CHANDLER, B. J. and others, eds. *Education and Urban Society.* New York: Dodd, Mead, 1962.

COHEN, GLORIA. *The Effect of the Socio-Economic Status of the School Community upon Teacher Morale.* Doctoral dissertation, New York University School of Education, 1959.

COLES, ROBERT. *The Desegregation of Southern Schools: A Psychiatric Study.* New York: Anti-Defamation League of B'nai B'rith, 1963.

CONANT, JAMES B. *Slums and Suburbs.* New York: McGraw-Hill, 1961.

DEUTSCH, MARTIN P. *Minority-Group and Class Status as Related to Social and Personality Factors in Scholastic Achievement.* New York: The Society for Applied Anthropology, 1960.

DONOVAN, JAMES B. "In Defense of the Defender." *Alumni Federation Magazine of Fordham University,* 8: 6-7, 13-14, Spring 1962.

EDUCATIONAL POLICIES COMMISSION. *Education and the Disadvantaged American.* Washington, D.C.: National Education Association, 1962.

FRANKLIN, JOHN HOPE. *From Slavery to Freedom: A History of American Negroes.* 2d ed. New York: Knopf, 1956.

GIBEL, INGE LEDERER. "How *Not* to Integrate the Schools." *Harper's Magazine,* 227: 57-60, 65-66, November 1963.

GILES, H. HARRY. *The Integrated Classroom.* New York: Basic Books, 1959.

GLAZER, NATHAN and MOYNIHAN, DANIEL P. *Beyond the Melting Pot.* Cambridge, Mass.: Massachusetts Institute of Technology and Harvard University Press, 1963.

GOLDBERG, MIRIAM. "Adapting Teacher's Style to Pupil Differences." Speech delivered at Merrill-Palmer Institute in Detroit. (To be published in the *Merrill-Palmer Quarterly,* April 1964).

HANDLIN, OSCAR. *The Newcomers: Negroes and Puerto Ricans in a Changing Metropolis.* Cambridge, Mass.: Harvard University Press, 1959.

———. *Race and Nationality in American Life.* Boston, Mass.: Little, Brown, 1957.

KLOPF, GORDON and LASTER, ISRAEL, eds. *Integrating the Urban School.* New York: Teachers College, Columbia University, 1963.

MARCUS, LLOYD. *The Treatment of Minorities in Secondary School Textbooks.* New York: Anti-Defamation League of B'nai B'rith, 1961.

MORLAND, J. KENNETH. *Token Desegregation and Beyond.* New York: Anti-Defamation League of B'nai B'rith, 1963.

MYRDAL, GUNNAR. *American Dilemma.* Rev. ed. New York: Harper, 1962.

PASSOW, A. HARRY, ed. *Education in Depressed Areas.* New York: Teachers College, Columbia University, 1963.

A Report on the Treatment of Minorities in Elementary School Textbooks. Brooklyn, New York: Association for the Study of Negro Life and History, February 1963.

SEXTON, PATRICIA. *Education and Income: Inequalities of Opportunity in Our Public Schools.* New York: Viking, 1961.

TUMIN, MELVIN M. *Race and Intelligence.* New York: Anti-Defamation League of B'nai B'rith, 1963.

———. *Segregation and Desegregation: A Digest of Recent Research, 1956-1959 Supplement.* New York: Anti-Defamation League of B'nai B'rith, 1960.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. *Improving English Skills of Culturally Different Youth in Large Cities.* Bulletin 1964, No. 5. Washington, D.C.: Government Printing Office, 1964.

———. *Programs for the Educationally Disadvantaged.* Report of a Conference on Teaching Children and Youth Who Are Educationally Disadvantaged, May 21-28, 1962. Washington, D.C.: Government Printing Office, 1963.

UNIVERSITY OF THE STATE OF NEW YORK. *Intergroup Relations: A Resource Handbook for Elementary School Teachers, Grades 4, 5, and 6.* Albany, New York: State Education Department, 1963.

WOODSON, CARTER G. and WESLEY, CHARLES H. *The Negro in Our History.* 10th ed., rev. Washington, D.C.: Associated Publishers, 1962.

BOARD OF EDUCATION OF THE CITY OF NEW YORK

BOARD OF EDUCATION OF THE CITY OF NEW YORK. "Aids to the Study of Minority Groups." *Strengthening Democracy,* 13: 1, 4-6, January 1961.

———. *Demonstration Guidance Project, 1957-1962: Pilot Program for Higher Horizons.* Prepared by Henry T. Hillson and Florence C. Myers. New York: The Board, June 1963.

———. *The Higher Horizons Program: First Annual Progress Report, 1959-1960.* New York: The Board, 1961.

———. *Higher Horizons Progress Report.* New York: The Board, 1963.

———. "Integration in the New York City Public Schools." *Curriculum and Materials,* 15: 7, Fall 1960.

———. "Meeting the Needs of the 'Subject School.'" *Strengthening Democracy,* 10: 3, 6, November-December 1957.

———. *The Negro in American History: A Bulletin for Teachers.* New York: The Board (in process for publication in Spring, 1964).

———. *The Open Enrollment Program in the New York City Public Schools: Progress Report, September 1960-September 1963.* New York: The Board, 1963.

———. *Plan for Integration.* Submitted to Dr. James E. Allen, Jr., Commissioner of Education, the University of the State of New York. New York: The Board, August 23, 1963.

———. *Progress Toward Integration, September 1-November 30, 1963, and Plans for the Immediate Future.* Interim Report. New York: The Board, December 1963.

———. *Provisions for Teaching about Minorities in the Current Social Studies (K-12) Courses of Study and Curriculum Materials in Use in the New York City Public Schools.* New York: The Board, 1963. (Mimeographed)

———. *Report of the Committee on Integration. Part I: Zoning, Human Relations, Teacher Personnel.* New York: The Board, 1963.

———. "The School Segregation Ruling." *Strengthening Democracy,* 7: 1, 3, October 1954.

———. "The Supreme Court Decision and Our Responsibilities." *Strengthening Democracy,* 7: 1, 8, October 1954.

———. *Toward Greater Opportunity: A Progress Report from the Superintendent to the Board of Education Dealing with Implementation of Recommendations of the Commission on Integration.* New York: The Board, June 1960.

BIBLIOGRAPHIES

ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH, 315 Lexington Ave., New York, N.Y. 10016. See latest bibliographies.

BAKER, AUGUSTA. *Books about Negro Life for Children.* Rev. ed. New York: New York Public Library, 1961.

BENNE, KENNETH D. and MUNTYAN, BOZIDAR, eds. *Human Relations in Curriculum Change: Selected Readings with Especial Emphasis on Group Development.* New York: Dryden Press, 1951.

BIBLIOGRAPHY OF RECENT PUBLICATIONS ON NEGRO HISTORY. See numbers of *Journal of Negro History.*

BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Books and Pamphlets in Library of Human Relations Unit.* New York: The Board, September 1963. (Mimeographed)

———. *Human Relations: A Selected List of References and Resources.* Bureau of Curriculum Research Library Release No. 34. New York: The Board, 1960. (Mimeographed)

CROSBY, MURIEL, ed. *Reading Ladders for Human Relations.* 4th ed. Washington, D.C.: American Council on Education, 1963.

FLORIDA UNIVERSITY. "Segregation and Desegregation in American Education." 4th ed. Bibliography No. 62. Gainesville, Florida: Education Library, University of Florida, 1960.

"Focus on One America—A Supplement: Using Books for Better Human Relations." *School Library Bulletin,* Vol. 56, No. 1, October-November 1962.

HOMER, DOROTHY R., comp. *The Negro: A List of Significant Books.* 8th rev. ed. New York: The New York Public Library, 1960.

Integration in American Education: A Selected Bibliography. New York: National Conference of Christians and Jews, 1957.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE. *Race Relations Issues in 1958—The General Status of Relations: A Bibliography of Selected Articles.* New York: The Association, 1959.

———. *Race Relations in 1959—Desegregation and the South: A Bibliography of Selected Articles.* New York: The Association, 1959.

PUBLIC LIBRARIES. See catalogs, *Education Index, Readers' Guide to Periodical Literature,* and special lists on race relations, intergroup education, intercultural education, human relations, desegregation, and integration.

"References Useful in Studying about the Negro." *Strengthening Democracy,* 13: 4-6, January 1961.

Selected Bibliography on the Negro. 4th ed. New York: National Urban League, 1951.

Selected Bibliography on the Negro. Supplement to the Fourth Edition. New York: National Urban League, 1958.

CONFERENCE PARTICIPANTS

Abramson, David A.
Alder, Elizabeth
Alexander, Albert
Allen, James Egert
Ames, Maurice
Andersen, Gustava
Arbital, Samuel

Baldwin, Clare C.
Ball, Barbara
Balz, Evelyn
Basseches, Maurice
Becker, Florence S.
Becker, Philip
Belfrom, Clelia
Berken, Ruth R.
Berkowitz, Edward
Bernard, Edward
Bernstein, Milton
Beyer, Margaret
Bible, Margaret
Bockman, Eugene J.
Bogen, Isidore
Bold, Benjamin
Bragin, Jeanette
Bristow, William
Brown, Harriett
Brumer, Florence

Calderon, Eugene
Calise, Adeline
Cameron, Sarah
Cavicchia, Gida
Chirraro, Dolores
Clark, Agnes B.
Clark, Marion
Clinton, Arthur
Cockerill, Edythe
Cocks, John C.
Cohen, Hyman Z.
Cohen, Irving S.
Cohen, Myra J.
Coin, Jeanette
Connor, Marie L.
Conroy, Gertrude
Cook, Muriel
Corenthal, Eugene
Costadasi, Virginia
Couche, Ruby S.
Crowley, Edna V.
Cummings, Sonya

DeFazio, Margaret
DeFelice, Mary
Dennis, Caroline
Dirk, Margaret
Donovan, Helen
Dooley, Anna
Dore, Anita
Dorfman, Leon
Douglas, Margaret
Driscoll, Marguerite

Eads, Laura
Eisenberg, Charles
Elliott, David
Engel, Ida
Engle, Lucia S.
Epstein, Naomi
Erdos, Eugene J.
Ettinger, Clifford

Fallon, Josephine
Fink, Thelma
Finkel, Morris C.
Finkelstein, Abraham
Finkler, Martha R.
Finnegan, Alice
Fitzgerald, Marie
Forlano, George
Frangipane, Thomas
Freedman, Morris
Fulton, Renee

Gaither, Louise H.
Gauthier, Gordon
Gibney, Mary P.
Gillam, Allan R.
Gillers, Lillian
Glasser, Israel
Gleason, Katherine
Goldstein, Robert
Golub, Edward
Gottlieb, Saul
Gould, Sidney
Gould, Yetta
Grant, Orinthia
Green, Lila
Green, Muriel
Greenleaf, Peter
Gruber, Joseph
Guerra, Emilio
Guggenheim, Fred
Guidoni, Sonya

Halfon, Ann
Halleron, Mary
Halliburton, Warren
Harmon, Frances
Harter, Cecilia
Hearle, Kay
Hein, Shirley
Hengler, Janet K.
Hermann, Naomi
Herson, Edythe
Hillson, Henry
Hopkins, Johanna
Hopkins, Maurice D.
Horky, Herbert
Huerstel, Ella

Ingraham, Leonard
Israel, Mildred F.

Jablonsky, Adelaide
Jaffe, Abner I.
Jamer, Margaret
Jones, Dorothy D.
Justman, Joseph

Kahn, Edythe
Kammin, Betty W.
Kasindorf, Blanche
Kaye, George
Kazer, Robin
Keleher, Arthur
Kidder, Marianne
Kiefer, Barbara
Kleban, Evelyn
Klug, Helen N.
Kornfeld, Naomi
Kornhauser, Stanley
Kraemer, Elsa
Kramer, Esther

Krawitz, Ruth
Kugler, Arthur

Landowne, Allan
Laster, Israel
Lazes, Alex
Leichtman, Alfred W.
LeMieux, Raymond
Levine, Darwin
Levine, Morton G.
Lewis, Harry
Lewittes, Morton H.
Leyden, Stanley
Liebowitz, Gordon
Lipton, Robert
Llorens, Emily
Lloyd, Helene M.
Long, Claramae
Loretan, Joseph O.
Lorge, Sarah
Lubell, Richard M.
Lynch, Katherine D.
Lyons, Mary

Macandrew, James F.
Maleska, Eugene
Malkin, Samuel
Marcellus, Effie
Marder, Harold
Marten, Abraham
Martin, Julia A.
Mayers, Edith
McBarnett, Olvin
McCarthy, John W.
McClellan, Samuel
McInerney, Jeanette
McQuillen, Cornelius J.
Meade, Mary E.
Mehlman, Maurice
Mergentime, Charlotte
Meyers, Max B.
Middlemas, Virginia
Milgrom, Harry
Miller, Harry L.
Miller, Rubin
Millman, Joseph
Mitchell, Helen
Moran, Ursula M.
Moriber, Leonard
Moskowitz, Frances
Moskowitz, Sue
Motz, Minne R.
Murphy, Anna S.

Nesi, Carmella
Neufeld, Hilda
Neumann, Saul B.
Newmark, Norma L.
Nonnenmacher, R.
North, Margaret

O'Brien, Marion
O'Daly, Elizabeth
Odessky, Bertha
O'Hara, Mirra
O'Rourke, Margaret M.

Packer, Paule
Pantell, Dora
Papillon, Dorothy
Passow, A. Harry
Pemberton, Vernal
Phelps, Effie D.
Pigott, J. Robert
Pincus, Pauline
Plissner, Murray
Polatnick, Samuel

Queen, Henry J.

Rakow, Theresa
Ramsey, S. Walter
Reeves, John
Reiner, William
Reiss, Sadye
Reswick, Joseph
Robinson, Allen
Roeschler, Urlah
Rogers, Kathleen V.
Rubinstein, Max
Ryan, Francis
Ryan, Louise

Satin, Gene M.
Sattley, Helen
Scalea, Edward
Schenberg, Samuel
Schiff, Harold
Schleier, Thomas
Schwab, Rose L.
Schwartz, Julius
Schwietert, Louise
Scotti, Anna J.
Seidman, Martha
Shack, Jacob
Shapiro, Lillian L.
Shapiro, Max
Shapiro, Rose
Shapp, Charles
Shepard, Sylvia
Shohet, Jacqueline
Shorter, Rufus B.
Shubik, Helen M.
Siegel, Herbert
Silberstein, Paula
Silver, Evelyn
Silverman, Dorothy
Silverman, Simon S.
Simon, Leonard
Sims, Katherine
Sinnette, Elinor
Slotkin, Aaron N.
Smiley, Elizabeth
Sokolsky, Julius
Spanier, Leah
Spevack, Victor
Stein, Rose
Steinlein, Leo
Stolzenthaler, Walter
Suffern, Cecil
Sullivan, Katherine

Tannenbaum, Ruth
Teicher, Samuel
Thorne, Hillery
Tillem, Edith
Tolins, Claire
Towne, Ada
Trice, Charles
Turner, Frank

Urell, Catherine

Van Meter, William S.
Victor, Br. Christopher
Vreeken, Elizabeth

Wagner, Rosemary
Walters, Harold G.
Watson, Rev. James D.
Wedemeyer, Sophie
Weinman, Murray
Weissman, Roslyn
White, Marion P.
Williams, Frederick
Winkler, Elba L.
Winton, Rebecca A.
Wohlfort, Frank
Wolk, Elsie
Wollin, Maurice
Wrightstone, J. Wayne

Zack, Jacob B.
Zeluskin, Flora Belle
Zaslow, Edmund M.
Zimmerman, Meyer J.